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# VERBAL RELATIONS IN ENGLISH GRAMMAR

Учебное пособие

Министерство образования и науки Российской Федерации

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## **VERBAL RELATIONS IN ENGLISH GRAMMAR**

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Рекомендовано методическим советом УрФУ  
для студентов языковых специальностей

Екатеринбург  
Издательство Уральского университета  
2016

УДК 81'367/625:811/111(075.8)

ББК 81.432.1-213я73

О-13

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**Обвинцева, Н. В.**

О-13 Verbal Relations in English Grammar : учебное пособие / Н. В. Обвинцева. — Екатеринбург : Изд-во Урал. ун-та, 2016. — 84 с.

ISBN 978-5-7996-1704-2

Пособие детально описывает наиболее сложные вопросы грамматики английского языка: глагол и его функционирование в предложении. Пособие состоит из двух частей — «Отношения в предложении» и «Личные формы глагола». Книга предназначена для широкого круга читателей: для студентов и преподавателей языковых учебных заведений, а также для всех, кто изучает английский язык самостоятельно.

Печатается по рекомендации кафедры иностранных языков УрФУ

УДК 81'367/625:811/111(075.8)

ББК 81.432.1-213я73

ISBN 978-5-7996-1704-2

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# INTRODUCTION

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Effective English language communication usually requires that each sentence contains a subject and a predicate. The subject is sometimes defined as a person, a place, or a thing. The predicate conveys an understanding of the action expressed, or the state of the subject.

**Subject** and **predicate** are the functions of the words or phrases, they are usually expressed by the parts of speech or phrases which they form. Function is a relational concept. For example: *A lot of people have visited this event.* When we say that *a lot of people* is subject we are describing the relation between it and *have visited*, or between it and the whole clause. It is **the subject of the clause**, not simply a subject. It is expressed by the Noun phrase. And the predicate in this sentence is expressed by the verb. [1]

The traditional term ‘parts of speech’ applies to what we call categories of words and lexemes.

We recognise nine categories [1] (Table 1).

Table 1

NOUN	The <u>dog</u> barked	<b>That is <u>Sue</u></b>	<u>We</u> saw <u>you</u>
VERB	The dog barked	<b>I <u>have</u> a headache</b>	It <u>is</u> impossible
ADJECTIVE	He’s very <u>old</u>	It looks <u>empty</u>	I’ve got a <u>new</u> car
DETERMINATIVE	The dog barked	I need <u>some</u> nails	<u>All</u> things change

ADVERB	She spoke <u>clearly</u>	He 's <u>very</u> old	I <u>almost</u> died
PREPOSITION	It's <u>in</u> the car	I gave it <u>to</u> Sam	Here 's a list <u>of</u> them
COORDINATOR	I got up <u>and</u> left	Ed <u>or</u> Jo took it	It's cheap <u>but</u> strong
SUBORDINATOR	It's odd <u>that</u> they were late	I wonder <u>whether</u> it 's still available	They don 't know <u>if</u> you 're serious
INTERJECTION	<u>oh</u> , <u>hello</u> , <u>wow</u> , <u>ouch</u>		

The two largest and most important categories are the noun and the verb, the two that we have already introduced. The most basic kind of clause contains at least one noun and one verb. The first six categories in list can function as the head of corresponding phrases (noun phrase, verb phrase, adjective phrase, etc.). The other three can't [1].

The verb plays an essential role in English language. Its form and place bear the main information in the sentence. Verbs convey a sense of action or they convey the state of an entity. Verbs may also convey a sense of time. A **verb** is a kind of word (part of speech) that tells about an action or a state. It is the main part of a sentence: every sentence has a verb. In English, verbs are the only kind of word that changes to show past or present tense [1].

English has two main kinds of verbs: normal verbs (called lexical verbs) and auxiliary verbs. The difference between them is mainly in where they can go in a sentence. Some verbs are in both groups, but there are very few auxiliary verbs in English. There are also two kinds of auxiliary verbs: modal verbs and non-modal verbs.

In this textbook we consider lexical verbs in all their categories and observe the place of them in the sentence.

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# UNIT I

## RELATIONS IN THE SENTENCE

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### WORD ORDER

**Sentence** is a linguistic unit consisting of one or more words that are grammatically linked. A sentence can include words grouped meaningfully to express a statement, question, exclamation, request, command or suggestion [2].

**Sentence** — conceived, explicitly or implicitly, as the largest unit of grammar, or the largest unit over which a rule of grammar can operate (P. H. Matthews).

**Word order** — used widely of the order of elements within the sentence, whether words or, more commonly, phrases. E.g. the ‘basic word order’ in English is ‘SVO’: i.e. a subject phrase (S), whether one word or many, precedes the verb (V), and an object phrase (O), again whether one word or many, follows it.

Due to the absence of case distinctions word order is practically the only means of distinguishing between the subject and the direct object. The word order in English is direct. The basic pattern of a simple sentence in English is one **subject-predicate unit**, that is, it has two main (principal) positions: those of the subject and of the predicate. It is the pattern of a two-member sentence. The verb in the predicate position may be intransitive, transitive, ditransitive or a link verb. The structure of the common sentence comprises the members in the following order [2]:

1. The subject;
2. The predicate;
3. Objects;
4. The complement (predicative);
5. Modifiers.

## SUBJECT AND PREDICATE AGREEMENT

In the English language the predicate agrees with the subject in person and number. Agreement implies that the use of one form necessitates the use of the other (e.g. a singular subject requires a predicate in the singular, plural subjects require a predicate in plural). This rule remains true for all link verbs irrespective of the number of the predicative noun, as in:

*Our only guide **was** the Polar star.*

*Our only guide **was** the stars.*

In Modern English, with its few inflexions, this agreement is restricted to the present tense apart from the verb **to be**. The verb **to be** agrees with the subject both in present and in the past [2].

The rules of agreement of the predicate  
with the subject expressed by:

### 1. Homogeneous members

— If there are two or more homogeneous subjects connected by the conjunction **and** or asyndetically the predicate is in the **plural**.

*Her father and mother **were** obviously haunted and harassed (Galsworthy) [2].*

*The top of a low black cabinet, the old oak table, the chairs in tawny leather, **were** littered with the children's toys, books, and garden garments (Eliot) [2].*

**NB!** If two or more homogeneous subjects are expressed by the infinitives the predicate is used in **singular**.

*To know everything **is** to know nothing.*

*To be loved and to be wanted **is** always good.*

— In the sentences where the predicate precedes a number of subjects (commonly used in sentences starting with **here** or **there**), the predicate **agrees with the subject that stands first**.

*There **is** a scope for innovation and change both in the composition and procedures of appellate courts (Bell).*

— When two homogeneous subjects are connected by the conjunctions: **not only... but (also), neither... nor, either... or, or, nor** the predicate **agrees with the subject next to it**.

*Either my sister or my parents **are** at home.*

*Either my parents or my sister **is** at home.*

*Neither you nor I **am** right.*

*Neither I nor you **are** right.*

*Not only my parents but also my brother **knows** about it.*

*Not only my brother but also my parents **know** about it.*

***Is** Tom or Mary eager to meet you at the station?*

— When two subjects are connected by the conjunction **as well as, rather than, as much as, more than**, the predicate agrees with the first one.

*My parents as well as my sister **are** teachers.*

*My sister as well as my parents **is** a teacher.*

*The manager as well as/rather than/more than/as much as the members of the board **is** responsible for the present situation.*

— If the subject is modified by two or more attributes, connected by the conjunction and, the predicate is used in **plural when two or more things, ideas, people are meant**. In this case with uncountable nouns and plural nouns the article is put once, before the first attribute, with countable singular nouns the article is put before each attribute.

*A black and a white kitten **were** playing on the hearth rug.*

*(A black kitten was playing and a white kitten was playing).*



*The yellow and the red car **were** badly damaged.*

*In modern hotels hot and cold water **are** supplied in every room.*

*American and Dutch beer **are** both much lighter than British.*

*Good and bad tastes **are** shown by examples.*

***The** Black and Mediterranean Seas never freeze.*

If the article is repeated, the reference is to two persons or objects, a **plural** verb-predicate is used.

***The** bread and **the** butter **are** on the table.* (Two separate objects are meant).

***The** painter and **the** decorator **are** here.* (Two persons are meant).

**NB!** If one thing, idea or person is meant, the predicate is in singular.

*A tall and beautiful girl **was** waiting in the office.*

*A black and white kitten **was** playing on the hearth rug.*

## 2. P r o n o u n

— By a defining, indefinite or negative pronoun (*each, either, everybody, everyone, everything, somebody, someone, something, nobody, no one, nothing, neither*), the predicate is in the **singular**.

*Somebody **is** asking for you. Nobody **has** come except me.*

*Everyone of us **is** present. Neither of the students **has** made a mistake.*

*Each **has** answered well.*

**NB!** *None* has a plural verb-predicate (very seldom one can meet singular usage).

*None **were** here. None of us **understand** it. None of them **have** come.*

— By an interrogative pronoun *who, what*, the predicate is in **singular** if the question is not definitely referred to more than one person.

*Who **are** standing at the door? I can hear a number of voices.*

*Who **is** there?*

— By the relative pronoun **who, what, that**, the predicate **agrees with its antecedent**.

*It is you who **are** right. It is I who **am** wrong. But: It's me who **is** wrong.*

— By the emphatic **it** the predicate is in the **singular** no matter what follows.

***It is** what the idea looks like.*

Foreigners say that **it is** only *English girls* who can be trusted to travel alone (Bronte).

— By the universal pronoun **both** and the phrase **both... and**, the predicate is in the **plural**.

***Both** the bread and the butter **are** fresh.*

***Both** the teacher and the students **have** come.*

Which of the letters are yours? **Both are** mine.

— By the **All** in the sense of «BCë» has a singular verb, **all** in the sense of «Bce» takes a plural verb.

***All is** well that ends well. **All that glitters** is not gold.*

***All were** in favour of the plan.*

### 3. P l u r a l n o u n s

— By a plural noun which is the **title** of the book, the **name** of one thing (a newspaper, magazine, company, etc.), or a **quotation**, the predicate is in the **singular**.

***"Fathers and Sons"** is the most popular of Turgenev's novels.*

**NB!** The titles of some works which are collections of stories, etc., may have either a singular or a plural verb.

***The "Canterbury Tales"** consist of about seventeen thousand lines of verse.*

***Turgenev's "Hunter's Tales"** was/were published in 1852.*

— By a noun in the plural denoting **time**, **measure**, or **distance** the predicate is in the **singular** when the noun represents the amount or mass as a whole.

#### 4. Collective nouns

— By a collective noun denoting a group or collection of similar individuals taken as a whole (*humanity, mankind, etc.*) the predicate is in the **singular**.

— By a noun of multitude (i.e. a collective noun denoting the individuals of the group taken separately e.g. *people, infantry, cavalry, gentry, clergy, police, cattle, poultry, jury, etc.*) the predicate is in the **plural** [1].

— By a collective noun such as *family, committee, crew, board, chorus, government, party, team, company, band, crowd, clergy, cattle, gang, group, guard, gentry, infantry, jury*, the predicate is either in **the singular** or in **the plural**, depends on what is uppermost in the mind, the idea of oneness or plurality.

*A new government **has been** formed. The government **have** asked me to go, so I am leaving now.*

*It was now nearly eleven o'clock and the congregation **were** arriving... The congregation **was** small.*

*How **are** your family? Our family **has** always **been** a very happy one.*

*The commanding officer does not know where his cavalry **is** and his cavalry **are** not completely sure of their situation.*

*The crowd **was** enormous. The crowd **were** silent. The crowd **were watching** the scene spell-bound.*

*The cattle **is** in the mountains.*

*The cattle **have** stopped grazing. They know before you hear any sound that planes are approaching.*

*The jury **decides** whether the accused is guilty or not.*

*While the jury **were out**, some of the public went out for a breath of fresh air.*

*The crew on the ship **was excellent**. The crew **have taken their** posts.*

*The committee **was unanimous**. The committee **were divided** in **their** opinion [2].*

5. A syntactic word-group or a clause (a syntactic word-group is a combination of words forming one part of the sentence, it should not be confused with homogeneous parts, as a sentence with homogeneous subjects can be divided into two sentences with each subject separately, independently of the other, but a division of syntactic group destroy the meaning of the sentence).

— By a syntactic word-group, consisting of two nouns connected by the conjunction **and** the predicate is in the **plural**. (Agreement to the meaning in the word-group).

**NB!** By a syntactic word-group, consisting of two nouns which represent one person or thing, forming a close unit often corresponding to one notion the predicate is in the **singular**.

*Bread and butter **is** not enough for breakfast.* (One object is meant).

*The painter and decorator **is** here.* (One person is meant)

*Bacon and eggs **makes** a traditional English breakfast* (One dish is meant).

— By a syntactic word-group, consisting of two nouns connected by the preposition **with** or the expression **together with** the predicate is in the **singular** (**agrees with the first**).

— By a syntactic word-group, the first element of which denotes an indefinite number or amount, such as **a number of...**, **a variety of...**, **the majority of...**, **a lot of...**, **plenty of...**, **a mass of...**, etc. the predicate may be in the **singular** and in the **plural**. In most cases the form of the predicate depends on the form and meaning of the second element, which is, from the semantic point of view, the dominant element.

**NB!** If the nouns **number** and **variety** being a subject retain their concrete meaning (in this case they are used with the definite article **the**), the predicate is in the **singular**.

**A number** of cars **were** parked on the lot before a two-storey building (Maltz).

There **were a number** of paper-covered **booklets** too (Cronin).

**The majority** of the old **seamen are** but little moved by such raven beauty (Dreiser).

"There **is a lot of truth** in that", said Jonson cautiously (Lindsay).

They tell me that **the number** of teachers in town **has** got increased in years (Hughes).

Her acquaintance was fairly large, **the number** of her intimates **was** small (Swinerton).

— By a syntactic word-group **many a...** the predicate is in the **singular**.

*Many a man **has** done it. Нт один человек проделал такое. (Многие...) [1].*

— By a syntactic word-group denoting arithmetic **calculations** (addition, subtraction, division) the predicate is in the **singular**.

*Four and four **is** eight. Four minus two **is** two. Ten divided by five **is** two.*

**NB!** Multiplication presents the exception; the verb can be in the singular and in the plural: *Twice two **is/are** four.*

— By a **clause** introduced by a conjunction or conjunctive adverb, the predicate is in **singular**.

*Where you found him **does** not concern me.*

*How you got there **is** beyond my understanding.*

*Whether you find him or not **does** not concern me.*

**NB!** Subject clauses introduced by conjunctive pronouns *what, who* may be followed by either a singular or plural verb:

*What I want to do **is** to save us. What I say and what I think **are** my own affair.*

*What were once precious manuscripts **were** scattered all over the floor.*

## 6. Invariable nouns

— By nouns which are always singular, the predicate is in **singular**.

1) All non-count nouns:

a. Material nouns — *tea, sugar, gold, silver, oil, butter, sail*. (They may become count nouns with a specific meaning: *cheeses* — kinds of cheese, *beers* — portions of beer, as *two glasses or cans of beer, two coffees, ice-creams*).

b. Abstract nouns — *music, anger, foolishness, advice, progress, research, knowledge*.

2) Proper nouns: *The Thames, Henry, Algiers, Athens, Brussels, Flanders, Marseilles, Naples, Wales, the United Nations*.

3) Some diseases — *measles* (корь), *mumps* (свинка), rickets (рахит), shingles (краснуха).

**NB!** Sometimes the usage varies: *Mumps is/are a medical problem*.

4) Some games — *billiards, bowls, draughts*, etc.

*Draughts is* my favorite pastime.

**NB!** When used attributively no plural is used: *a billiard table*.

5) Nouns which are occasionally understood as plurals: *news, classics, linguistics, mathematics, phonetics, athletics, ceramics, ethics, gymnastics, politics, tactics, cream, funeral, gate, agenda, applause, ink, yeast, money, hair, fruit*, etc.

*I study **mathematics**, which **is** very difficult.*

Though nouns in **-ics** which are names of sciences and other abstract notions have a singular agreement when used in their abstract sense; they may have a plural verb-predicate when denoting qualities, practical applications, different activities, etc. (*ethics* — “moral rules”, *gymnastics* — “physical exercises”). Thus these nouns may be followed by either a **singular** or a **plural** verb.

**statistics** — a branch of science

— collected numbers, figures representing facts

*Statistics **is** a rather modern branch of mathematics.*

*These statistics **show** deaths per 1,000 of population.*

*Statistics on this subject are available.*

**tactics**     the art of arranging military forces for battle  
methods

*Tactics* **is** one of the subjects studied in military academies.


Your *tactics* **are** obvious. Please, don't insult my intelligence.

**politics**     a profession  
political affairs, political ideas

*Politics **is** a risky profession.*

Politics **have** always interested me.

*What are your politics?*

**ceramics**  the art of making bricks, pots, etc.  
articles produced in this way

*Ceramics **is** my hobby.*

Where he lives isn't the provinces as far as *ceramics* **are** concerned, it's the metropolis.

**NB!** *Hair* is a count noun in the sense of *волос, волосок*. *Fruit* as a count noun means *kinds of fruit*. *Dried **fruits** keep long* [2].

- By nouns which are always plural, the predicate is in the **plural**.

1) Names of tools or articles of dress consisting of two equal parts which are joined: *bellows, binoculars, breeches, braces, flannels, glasses, pants, pincers* (pinchers), *pliers, pyjamas, scales, scissors, shorts, spectacles, suspenders, tights, tongs, trousers, tweeters*.

2) Miscellaneous nouns: *alms, amends, annals, antics, archives, arms, ashes, belongings, clothes, the Commons (the House of Commons), contents, customs, customs-duty, customs-house, earnings, eaves, furnishings, goods, goods train, greens, holidays, summer-holidays, jitters, manners, means, minutes (of the meeting), odds, outskirts, quarters, headquarters, remains, riches, shenanigans, stairs, suds, surroundings, sweepings, thanks, troops, wages, whereabouts, valuables, the Middle Ages* and some others.

3) Substantivized adjectives denoting people: *the helpless, the needy, the poor, the sick, the weary, the rich*, etc.

4) Some proper nouns: *the East Indies, the West Indies, the Hebrides, the Highlands, the Midlands, the Netherlands*, etc.

**NB!** Remember words having the same singular and plural forms: *aircraft, deer, sheep, moose, buffalo, swine, trout, salmon, shrimp, gallows, series, species, offspring.*

It is important to know irregular plural forms of borrowed nouns. Some of them are presented in the table below.

Table 2

Irregular plural forms of the nouns

Singular	Plural	Singular	Plural	Singular	Plural
addendum	addenda	ellipsis	ellipses	oasis	oases
alga	algae	embargo	embargoes	paparazzo	paparazzi
alumnus (m.)	alumni	erratum	errata	paralysis	paralyses
alumna (f.)	alumnae	focus	foci	parenthesis	parentheses
analysis	analyses	folio	folios	pistachio	pistachios
antenna	antennas/-ae	formula	formulas/-ae	plateau	plateaus/x
appendix	appendix (c)es	fungus	fungi/-es	platypus	platypuses
armadillo	armadillos	ganglion	ganglia	phenomenon	phenomena
atrium	atria	—	graffiti (sing., pl.)	podium	podiums/podia
automaton	automaton/-a	grotto	grottos/-es	portfolio	portfolios
avocado	avocados	gymnasium	gymnasias/-s	radio	radios
axis	axes	hippo	hippos	radius	radii/radiuses
bacillus	bacilli	hippopotamus	hippopotami/-es	ratio	ratios
bacterium	bacteria	hypothesis	hypotheses index	referendum	referenda/-s
banjo	banjo/-es	index	(c)es	rhino	rhinos
basis	bases	innuendo	innuendos/-es	rhinoceros	rhinoceroses
bistro	bistros	kangaroo	kangaroos	seraph	seraphim/-s
bureau	bureaus/-aux	kibbutz	kibbutzim	spectrum	spectra
cactus	cactuses/-cacti	larva	larvae	stiletto	stilettos
calypso	calypsos	lasso	lassos/-oes	stimulus	stimuli
candelabrum	candelabra	libretto	libretti/-os	stratum	strata
casino	casinos	locus	loci	studio	studios
chateau	chateaus/aux	matrix	matrices	syllabus	syllabuses/syllabi
cherub	cherubim/-s	maximum	maximums	symposium	symposia/-s
cockatoo	cockatoos	medium	media/-s	synopsis	synopses
contralto	contralti/-s	millennium	millennia/-s	synthesis	syntheses
crisis	crises	minimum	minima/-s	terminus	termini/-es
criterion	criteria	narcissus	narcissi/-es	thesis	theses
curriculum	curricula/-s	nebula	nebulas/-ae	vertebra	vertebrae/-s
datum	data	nucleus	nuclei	virtuoso	virtuosi
diagnosis	diagnoses				
dynamo	dynamos				
ego	egos				



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## INVERSION

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The order of words in which the subject is placed after the predicate is called inverted word order or **inversion**. There is distinguished full inversion (when the predicate precedes the subject, as in *Here comes the lady of the house*) and partial inversion (when only part of the predicate precedes the subject, as in *Happy may you be!*).

There are two general cases when the inversion can be found. The first case is due to the peculiarities in the grammatical structure of the sentence and the second case takes place when the emphasis occurs.

### **I. Certain types of sentences requiring the inverted order of words (inversion is obligatory)**

1) General questions, polite requests and in tag questions.

The inversion is **partial**, can be used with a personal pronoun as a subject.

***Is** it really true?*

***Won't** you have a cup of tea?*

*You are glad to see me, **aren't** you?*

*What **are** the police after?*

**NB!** Except questions to the subject and its attribute:

*What kind of book **is being** searched for?*

2) Sentences with **there/here** at the beginning of the sentence and followed by one of the verbs denoting existence, movement, or change of the situation.

The inversion is **full**, can't be used with a personal pronoun as a subject.

*There **has been** an accident.*

*There **is** nothing in it.*

*There **appeared** an ugly face over the fence.*

*There **occurred** a sudden revolution in public taste.*

*There **comes** our chief.*

*Here **is** another example.*

*There **goes** another bus* (Туда идет еще один автобус, еще автобус идет).

3) Exclamatory sentences expressing wish, despair, indignation, or other strong emotions.

The inversion is **full**, can be used with a personal pronoun as a subject. (Case of full inversion only when there is one-word predicate).

***Long** live the king!*

***Come** what may!*

***Be** it so!*

***May** your eyes never shed such stormy, heart-wrung tears as poured from mine* (Ch. Bronte).

**NB!** In exclamatory sentences which are negative in form but positive in meaning the inversion is **partial**.

***Have** I not watched them! (= I have watched them).*

***Wouldn't** that be fun! (= It would be fun).*

4) Negative imperative sentences.

The inversion is **partial**, can be used with a personal pronoun as a subject.

***Don't** you do it.*

5) Conditional clauses joined without connectors (only for a predicate which doesn't require additional auxiliaries).

The inversion is **partial**, can be used with a personal pronoun as a subject.

**Were** you sure of it, you wouldn't hesitate.

**Had** she known it before, she wouldn't have made this mistake.

**Had** the chair not been in pieces, he would have smashed it again (Bach).

6) Statements showing that the remark applies equally to someone or something else. The inversion is **partial**.

*I am tired.* — **So am I.**

*He isn't ready.* — **Neither is she.**

Some cases where the inversion is not obligatory but it can occur:

— Sentences indicating whose words or thoughts are given as direct or indirect speech.

*"That's him," said Tom (Tom said).*

*How did he know, thought Jack, miserably.*

— The second part of a sentence of proportional agreement.

*The more he thought of it, the less clear was the matter.*

— In stage directions the use of inversion is limited to certain verbs.

*Enter the King, the Queen.*

*Enter Beatie Bryant, an ample blond.*

Table 3

Types of sentences requiring the inverted order of words

Inversion	Type of inversion	Personal Pronoun as a subject	Example	Exception
1. Questions	Partial	+	Won't you have a cup of tea?	Questions to the subject and its attribute — the word order is direct
2. There/here -sentences	Full	—	There has been an accident	—

Inversion	Type of inversion	Personal Pronoun as a subject	Example	Exception
3. Exclamatory sentences	Full	+	May success attend you! Has he not done that! (he has done)	Exclamatory sentences negative in form but positive in meaning — the inversion is partial
4. Negative imperative sentences	Partial	+	Don't you play with a strange dog!	—
5. Conditional clauses joined without connectors	Partial	+	Were I there, you would say nothing. Lazy as he is	One-word predicate — the word order is direct
6. Agreement with <i>so</i> and <i>neither</i>	Partial	+	Tom goes there every Sunday. So are they.	—

## II. Inversion for stylistic effect or for emphasis

Prominence and emphasis are achieved by placing the word **in an unusual position**: words normally placed at the beginning of the sentence (such as the subject) are placed towards the end, whereas words usually occupying positions closer to the end of the sentence (such as objects and predicatives) are shifted to the beginning. In this case the inversion is not due to the structure of the sentence but to the author's wish to produce a certain stylistic effect.

End position is always emphatic for **the subject**. Very often this reordering results in the detachment of the subject.

*Must have cost a pretty penny, **this dress of yours!***

Fronting of **an object** or a **predicative** is also often accompanied by detachment.

**Horrible** these women are, ugly, dirty.

**Many and long** were the conversations they held through the prison wall.

**For debt, drink, dancers** he had a certain sympathy; but the pearls — no!

If the object is prepositional, the preposition may be put after the verb or verb-group, or else after the whole sentence.

*This nowadays one hears not **of**.*

However, front position of an object does not always mean that this part is emphasized. In some cases this sort of reordering is employed to get the predicate (or what is left of it) emphasized.

*Talent Mr. Macowber **has**, capital Mr. Macowber **has not**.*

For **attributes** emphasis may be achieved by putting them after their headword. In this way the modifier becomes the focus and has the principal stress of the word-group.

*The day **following** was to decide our fate.*

Prominence and emphasis are also achieved by using special constructions. One such construction used for emphasizing the subject is the introductory non-local *there* + verb + noun, followed by an attributive clause.

*There was **a girl** whom he loved.*

*There comes **a time** when one should make up one's mind.*

Another device for shifting emphasis is the construction with the introductory *it*, the main information being supplied by the subordinate clause. By means of this construction emphasis may be thrown upon any part of the sentence, except the predicate. Such sentences are called *cleft sentences*. This can be illustrated by the following:

*It was **she** who opened the door.*

*It is **not easy** to find a position.*

*It was **to Moscow** that she went.*

Special emphasis on words functioning as direct or indirect object may be achieved by the use of the passive construction, in which the

words to be emphasized are moved either to front position or closer to the end. Compare the sentences:

*The teacher gave the children an easy task.*

*The children were given an easy task by the teacher.*

*An easy task was given to the children by the teacher.*

In the above cases of emphasis a word order remains direct, though an object, an adverbial modifier can take the first place.

**The inversion for emphasis occurs in the following cases:**

1) An **adverbial modifier** opens the sentence

— Expressed by **a phrase** or phrases and the subject usually has a lengthy modifier (usually adverbial modifier of time or place).

The inversion is **full**, can take a personal pronoun as a subject.

***In an open barouche***, the horse of which had been taken out, **stood** a stout old gentleman in a blue coat and bright buttons (Dickens).

***On a chair...*** **stood** a black dispatch case (Galsworthy).

Members of the royal family attended the funeral. **Also at the service were** several ambassadors.

— With a **negative meaning**, for example, ***in vain***, ***never***, ***rarely***, ***seldom***, ***little***, ***nor***, ***neither***, etc., and expressions with preposition + ***no***, such as ***at no time***, ***in no way***, ***on no account***, ***under/in no circumstances***, ***not until***. The inversion is **partial**, can take a personal pronoun as a subject.

***In vain did*** the eager Luffey and the enthusiastic strugglers do all that skill and experience could suggest (Dickens).

***Little do*** they know how lucky they are to live in such a wonderful house.

***Never*** before and never since, ***have*** I known such peace, such a sense of tranquil happiness (Cronin).

***At no time did*** they actually break the rules of the game.

***Under no circumstances are*** passengers permitted to open the doors themselves.

***Not until*** August ***did*** the government order an inquiry into the accident.

***Not a single*** word ***had*** she written since the exam had started.

***Little did*** they realise the day would come when Michael would be famous.

We couldn't face the customers and **nor could** the boss.

— Expressed by such adverbs as **so, thus, now, then**, etc.

The inversion is **full**, can't take a personal pronoun as a subject.

So **wore** the day away (London).

Thus **spoke** Mr. Pickwick edging himself as near as possible to the portmanteau. (Dickens)

Then across the evening stillness, **broke** a blood-curdin yelp, and Montmorency left the boat (Jerome).

**But:** Thus he **thought** and **crupled** up... (London)

2) The sentence is opened by **only** with a time expression and prepositional phrases (*only after, only later, only once, only then, only when, only by..., only in..., only with...*), **only** followed by the conjunction (inversion in the main clause).

She bought a newspaper and some sweets at the shop on the corner.

**Only later did** she **realize** that she'd been given the wrong change.

**Only once did I go** to the opera in the whole time I was in Italy.

**Only by chance had** Jameson **discovered** where the birds were nesting.

Mary had to work at evenings and weekends. **Only in this way was** she **able** to complete the report by the deadline.

**Only if** the weather improves **will** the golf tournament take place.

The inversion is **partial**, can take a personal pronoun as a subject.

**NB!** If after *only* there is no time expression or prepositional phrase immediately after it.

**Only** members **can** park there.

3) **Hardly... when, scarcely... when/than, no sooner... than** opens the sentence.

The inversion is **partial**, can take a personal pronoun as a subject.

**Hardly had** I got onto the motorway **when** I saw two police cars following me.

**No sooner had** I shut the door **than** I realized I had left my keys inside.

**Scarcely had** they entered the castle **when** there was a huge explosion.

4) **Postposition denoting direction** opens the sentence, for example, *in, out, down, away, up*, etc. The inversion is **full**, can't take a personal pronoun as a subject.

**Out went** Mr. Pickwick's head again (Dickens).

**Suddenly in bounced** the landlady: "There's a letter for you, Miss Moss" (Mansfield).

**But: Down** he fell.

5) **Not a... or many a...** opens the sentence.

The inversion is **partial**, can take a personal pronoun as a subject.

**Not a** hansom did I meet with in all my drive (London).

**Manya** dun had she talked to and turned away from her father's door (Thackeray).

6) **Not** followed by **only** or **time expression** opens the sentence.

The inversion is **full**, can take a personal pronoun as a subject.

**Not only is** he late, he hasn't even brought a present.

**Not since the sixties has** a pop group won such acclaim.

7) A predicate expressed by an adjective or by a noun modified by an adjective or by the pronoun **such** opens the sentence. Inversion is common in clause of concession where the predicative is followed by the conjunction **as**.

The inversion is **full**, can't take a personal pronoun as a subject.

**Sweet was** that evening (Ch. Bronte).

**Such is** life, and we are but as grass that is cut down, and put into the oven and baked (Jerome).

Great **as was** its influence upon individual souls, it did not seriously affect the main current of the life... (Wakeman)

**But: Bright eyes they were.**

A strange castle it **was**.

Miserable **as** he **was** on the steamer, a new misery came upon him (London).



8) **Fronting comparison, adjective and adverbial phrase.** A comparative or superlative phrase, or the adjective or adverb/adverbial modifier with **so** opens the sentence.

The inversion is **partial**, can take a personal pronoun as a subject.

**So dangerous** *did weather conditions become, that all mountain roads were closed.* **So successful** *was her business, that Marie was able to retire at the age of 50.*

**So beautifully** *did she sing...*

**So intense** *was the heat (that) the firefighters were unable to enter the building for two hours.*

**Much more exciting** *was Red Heart, the second group to play.*

**Least inspiring** *of the lot was Pacino.*

*The captain is refusing to play under these conditions and* **so** *are the rest of the team.*

9) **Try as** (someone) **might**.

**Try as he might**, *he couldn't pass his driving test.*

Table 4

Inversion for stylistic effect or for emphasis

Inversion	Type of inversion	Personal pronoun as a subject	Example
The sentence is opened by			
1) – <b>An adverbial phrase</b>	Full	+	<b>On a chair...</b> stood a black case
– An adverb with a <b>negative meaning</b> , ( <i>in vain, never, little, seldom, rare, preposition</i> + <b>no</b> , <i>no time, in no way, on no account, under/in no circumstances, not until</i> )	Partial	+	<b>Seldom do</b> <i>we have</i> goods returned to us because they are faulty. <b>Little do</b> <i>they know</i> how lucky they are to live in such a wonderful house

| INVERSION |

Inversion	Type of inversion	Personal pronoun as a subject	Example
– <i>So, thus, now, then</i> , etc.	Full	–	<b>Now was</b> the moment to act
2) <b>Only</b> + phrases ( <i>only after, only then, only by..., only in...</i> ) or + the conjunction (inversion in the main clause)	Partial	+	<b>Only by chance had</b> Jameson <b>discovered</b> where the birds were nesting. <b>Only if the</b> weather improves <b>will the</b> golf tournament take place
3) <b>Hardly... when, scarcely... when/than, no sooner... than</b>	Partial	+	<b>No sooner had</b> Aunt Julie received this emblem of departure <b>than</b> a change came over her. (Galsworthy) <b>Scarcely was</b> one long task completed <b>when</b> a guard unlocked our door. (London)
4) A postposition denoting direction <i>in, down, away</i> , etc.	Full	–	<b>Outwent</b> Mr. Pickwick's head again (Dickens). <b>Suddenly in</b> bounced the landlady: "There's a letter for you, Miss Moss" (Mansfield). <b>But: Down</b> he fell
5) <b>Not a... or many a...</b>	Partial	+	<b>Not a</b> hansom <b>did</b> I meet with in all my life
6) <b>Not + only</b> or time expression	Full	+	<b>Not only is</b> he late, he hasn't even brought a present. <b>Not since the sixties has</b> a pop group won such acclaim

Inversion	Type of inversion	Personal pronoun as a subject	Example
7) An adjective; a predicative + as noun + an adjective; <i>such</i>	Full	–	<i><b>Violent</b> was Mr. Weller's indignation as he was borne along (Dickens).</i> <i><b>Such</b> is the popularity of the play that the theatre is likely to be full every night</i>
8) Fronting comparison	Partial	+	<i>The captain is refusing to play under these conditions and <b>so are</b> the rest of the team.</i> <i><b>Least inspiring</b> of the lot was Pacino</i>
9) <i>Try as</i> (someone) <i>might</i>	–	+	<i><b>Try as he might</b>, she couldn't move the wardrobe</i>

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## UNIT II

# THE FINITE FORMS OF THE ENGLISH VERB

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### VERB CATEGORIES

Verbs denote action or state. There are verbs which have other meanings. They are **modal verbs**, **causative verbs**, some **impersonal verbs**, **relational** and **link-verbs**. They present a system of finite and non-finite forms, except for modal verbs, which have no non-finite forms.

The verb in its finite forms possesses the morphological categories of person, number, tense, aspect, perfect, voice and mood. Its syntactical function is that of the predicate [2].

### CATEGORIES OF TENSE, ASPECT AND PERFECT

**The category of person** expresses the relation of the action and its doer to the speaker, showing whether the action is performed by the speaker (the 1st person), someone addressed by the speaker (the 2nd person) or someone/something other than the speaker or the person addressed (the 3rd person).

**The category of number** shows whether the action is performed by one or more than one persons or non-persons.

**The category of tense** expresses the relationship between the time of the action and the time of speaking. The time of speaking is designated

as present time and is the starting point for the whole scale of time measuring. The time that follows the time of speaking is designated as future time; the time that precedes the time of speaking is designated as past time. Accordingly there are three tenses in English — **the present tense**, **the future tense** and the **past tense** which refer actions to present, future or past time.

Besides these three tenses there is the so-called **future in the past**. The peculiarity of this tense lies in the fact that the future is looked upon not from the point of view of the moment of speaking (the present) but from the point of view of some moment in the past. Each tense is represented by four verb forms involving such categories as aspect and perfect.

**The category of aspect** shows the way or manner in which an action is performed, that is whether the action is perfective, imperfective, momentary, iterative, inchoative, durative, etc. In English the category of aspect is constituted by the opposition of **the continuous aspect** and **the common aspect** [2].

Continuous

*is speaking*

*was speaking*

*will be speaking*

*has been speaking*

Common

*speaks*

*spoke*

*will speak*

*has spoken*

Whereas all verbs can be used in the common aspect, there are certain restrictions as to the use of the continuous aspect. Some verbs do not usually have the forms of the continuous aspect. They are referred to as **statal (state) verbs**.

The verbs normally not used in the continuous aspect:

1. **Relational verbs** *have*, *be* and some link verbs: *become*, *remain*, *appear*, *seem*, *sound*.

However, both *to be* and *to have* can be used in the continuous aspect forms where *to be* has the meaning *to act* and *to have* has a meaning other than *to possess*.

*She **is** so foolish!*                      *She **is being** so foolish (acting foolishly) today.*  
*I **have** three brothers.*                *I **am having** dinner (am dining) now.*

Other verbs having the same meaning of relation are not used in the continuous aspect forms:

<i>to apply to</i>	<i>to cost</i>	<i>to exist</i>	<i>to own</i>
<i>to belong to</i>	<i>to depend on</i>	<i>to hold</i>	<i>to possess</i>
<i>to compare (to)</i>	<i>to deserve</i>	<i>to interest</i>	<i>to remember</i>
<i>to concern</i>	<i>to differ from</i>	<i>to matter</i>	<i>to stand for</i>
<i>to contain</i>		<i>to measure</i>	<i>to weigh</i>

## 2. Verbs expressing sense perception, that is involuntary reactions of the senses:

*to feel* (чувствовать), *to hear* (слышать), *to see* (видеть), *to smell* (чувствовать запах), *to taste* (чувствовать вкус).

However these verbs as well as other statal verbs may be sometimes used in continuous and perfect continuous forms, especially in informal English.

## 3. Verbs expressing emotional state:

*to care, to detest, to envy, to fear, to hate, to hope, to like, to love, to prefer, to want, to wish.*

## 4. Verbs expressing mental state:

*to assume, to agree, to accept, to believe, to consider, to doubt, to expect, to find, to forget, to imagine, to know, to mean, to mind, to notice, to perceive, to remember, to see (in the meaning of 'understand'), to suggest, to suppose, to think, to understand.*

One should distinguish between some of these verbs denoting a **mental state proper** and the same verbs used in other meanings. In the latter case continuous aspect forms also occur. Compare, for example, the following pairs of sentences [2]:

I <i>consider</i> (believe) her to be a very good student.	<i>I'm still considering</i> (studying) all the pros and cons.
I <i>expected</i> (supposed, thought) you'd agree with me.	I could not come for I <i>was expecting</i> (waiting for) a friend at the time.
I <i>feel</i> (suppose) there is something wrong about him.	<i>I'm feeling</i> quite cold.
I <i>think</i> (suppose) you're right.	<i>am thinking over</i> (studying) your offer.

I *am forgetting* things more and more now (beginning to forget).  
 She *is understanding* grammar better now (beginning to understand).

Moreover, the verbs can occur in the continuous aspect when the ideas they denote are to be emphasized:

*Don't shout, I **am hearing** you perfectly well!*

*Why **are** you **staring** into the darkness? What are you seeing there?*

***Are** you still **remaining** my friend.*

*You see, she's **knowing** too much.*

*They don't know that inside I know what they're like, and that all the time I'm **hating** them.*

The category of **perfect** is constituted by the opposition of **the perfect** to **the non-perfect**. The perfect forms denote action preceding certain moments of time in the present, past or future. The non-perfect forms denote actions belonging to certain moments of time in the present, past or future.

#### Perfect

*I **have seen** the film, and I think it is dull.*  
*At last you are here! I've **been waiting** for you so long!*  
*She **had left** by the 2nd of September.*  
*She **had been** sleeping for half an hour when the telephone woke her up.*  
*I **shall have returned** before you get the supper ready.*

#### Non-perfect

*I **see** you are tired.*  
*Whom **are** you **waiting** for?*  
*She **left** on the 2nd of September.*  
*When the fire **began**, everybody was sleeping.*  
*I **shall return** at 10.*

The perfect forms belong either to the continuous or to the common aspect and as such they have specific semantic characteristics of either one or of the other.

Don't wake her up, she **has** only I've woken her up, she **has been**  
**been sleeping** *for half an hour.* **sleeping** *ever since dinner.* (She is  
(She is still sleeping at the moment not sleeping at the moment of  
of speaking). speaking).

She **had been living** in St.- They **had been living** in St.-  
Petersburg *for 10 years when we met.* Petersburg *for 10 years when they*  
(She was still living there at that *moved to N.* (They were not living in  
moment of past time). St.- Petersburg any longer at that  
moment of past time).

He **will have been working** here *for 20 years next autumn.* (He will still be **will have been working** there  
*for 5 years before he returns to*  
working here at that moment of the *our institute.* (He will not already be  
future). working there any longer at that  
moment of the future).

Table 5

Tense, aspect and perfect forms of the English verbs

Tense	Aspect	Non-Perfect	Perfect
Present	Common	<i>takes</i>	<i>has taken</i>
	Continuous	<i>is taking</i>	<i>has been taking</i>
Past	Common	<i>took</i>	<i>had taken</i>
	Continuous	<i>was taking</i>	<i>had been taking</i>
Future	Common	<i>will take</i>	<i>will have taken</i>
	Continuous	<i>will be taking</i>	<i>will have been taking</i>
Future in the Past	Common	<i>would take</i>	<i>would have taken</i>
	Continuous	<i>would be taking</i>	<i>would have been taking</i>



## THE INDEFINITE FORMS

### The use of the Present Indefinite

The Present Indefinite is used to denote:

1. Customary, repeated actions? Permanent situations.

Indicators: adverbial modifiers of time such as *everyday, often, usually, rarely, seldom, always, sometimes*.

*The Browns **go** to the seaside every summer.*

2. Actions and states characterizing a given person.

*She **has** many accomplishments: she sings and plays the piano beautifully.*

3. Universal and general truths, something which is eternally true.

*Magnet **attracts** iron.*

*The earth **rotates** round its axis.*

4. Actions going on at the present moment with verbs not used in the continuous aspect.

*I **see** George in the street. Tell him to come in.*

*I **hear** somebody knock. Go and open the door.*

5. A future action:

- In an adverbial clause of time and condition after he conjunctions *when, till, until, before, after, as soon as, as long as, if, unless, on condition that, provided*.

*Robert, will you mend me a pen or two **before** you **go**? (Ch. Bronte)*

*I promise not to try to see Robert again **till** he **asks** me. (Ch. Bronte)*

- With verbs of motion, such as *to go, to come, to leave*, etc. the future action is regarded as something fixed, according to the timetable.

*The train **leaves** at 10 o'clock.*

6. With the verbs that perform the action they describe: *admit, accept, acknowledge, advise, apologise, assume, deny, guarantee, hope, inform, predict, promise, recommend, suggest, suppose, warn.*

*I **apologise** for the delay in replying to your letter.*

*I **warn** you, however, that delivery time is likely to be about six weeks.*

7. In newspaper headlines to describe events; in sport commentaries; plot summaries in films and books.

*Three **die** in plane crash. MPs say no to green laws.*

*And now Rooney **crosses** the half-way line and passes to Giggs. (To emphasize changing events in commentaries the Preset Continuous can be used).*

*Tom and Alice **are** an old couple who **live** a common life in London.*

8. In jokes, the Present Indefinite is used instead of the Past Simple, the Present Continuous is used instead of the Past Continuous.

*A man **goes** to see his psychiatrist. He **says** he is having problems because he **imagines** he's afraid of curtains. The psychiatrist **tells** him to pull himself together [2].*

9. With verbs reporting news: *gather, hear, see, tell, say, understand.*

*I **hear** you've got a new job.*

*People **tell** me she's difficult to work with.*

10. In cases of the inversion, such as *here comes, there goes, here lies.*

*Here **comes** trouble!*

*Here **lies** John Smith (written on a tomb).*

*There **goes** a man.*

### The use of Past Indefinite

The Past Indefinite denotes an action within a period of time which is already over. The action is cut off the present.

Indicators: adverbials of time (*yesterday, a week ago, last year, the other day, etc.*)

*The sun **came** out a moment ago.*

*Miss Helston **satyed** the whole evening (Ch. Brote).*

The Past Indefinite is used to denote:

1. An action performed in the past: for finished events in the past (usually having a definite time), in narrative.

*We **entered** Farmer Ridley's meadow in silence (Marryat).*

*In 1969 the first man **landed** on the Moon.*

*The door **opened** and two boys **came** into the room.*

2. A succession of past actions.

*He **threw** down his spade and **entered** the house (Ch. Bronte).*

3. Repeated actions in the past (for past habits and routines).

*He **made** an entry in his diary **every night** (Bennett).*

**NB!** Repeated actions in the past which no longer happen can be expressed by *used to* + Infinitive/*would* + Infinitive. These structures are used when the speaker makes contrasts with the present.

*Every afternoon, when the children **came** from school, they **used to go** and play in the Giant's garden. (Wilde)*

*I **used to play** chess quite often, but I haven't played for ages.*

*Would* can be used to describe a person's habitual activity, it cannot be used with state verbs. *Would* is more common in more literary texts, reminiscences, etc.

*When fits of melancholy came upon him, he **would spend** all days locked in his room.*

*Every summer we **would stay** in a small village in the mountains.*

4. More polite or less direct statements, though the time reference is to present time (the Past Continuous can be used in this meaning).

**Did** you **want** to see me about anything?

I **was wondering** what you wanted.

### The Use of the Future Indefinite

The Future Indefinite is used to denote a future action:

1. For factual prediction.

Inflation **will increase** by 1 % over the next twelve months.

It **will be** much cooler at Fiesole (Voynich).

2. For habits of which the speaker disapproves.

He **will keep** opening the window.

Jack is so lazy. He'll **spend** the whole day lying in bed reading the papers.

3. For an immediate decision.

Anything to drink, sir? — I'll just **have** a glass of water, please.

**NB!** To denote a future action the word combination *to be going* + Infinitive, *to be about* + Infinitive, and *to be on the point of* + Gerund are often used.

This **is going** to be a cheerful evening (Shaw).

The runners **are about** to start.

## THE CONTINUOUS FORMS

### The use of the Present Continuous

The Present Continuous is used to denote:

1. An action going on at the present moment. "Present moment" is not limited to the actual moment of speaking, but has a wider meaning.

"My dear," said Jolyon with gentle exasperation, 'you **are talking** nonsense (Galsworthy).'

*My sister is in Britain for three months. She **is learning** English.*

*I'm **reading** Harry Potter and the Goblet of Fire. I think, I'll finish it in a week.*

**NB!** The Present Indefinite, not the Present Continuous, is used to denote actions going on at the present moment when the fact is important and not the process.

*He did such a mean thing and you **defend** him.*

*Why **don't** you read your examples?*

*Why **do** you **look** at me as if you have never seen me?*

*Why **don't** you **answer**?*

2. A changing situation at present.

*It's **getting** dark. Computers **are changing** all the time.*

3. A certain state or quality peculiar to the person at a given moment.

*You **are being** a nuisance.*

*He **is being** so rude!*

4. When there are two actions one of which is in progress and the other is a habitual one, the first is expressed by the Present Continuous and the second by the Present Indefinite.

*You never **open** your lips while you **are painting** (Wilde).*

*I never **talk** while I **am working** (Wilde).*

5. Future arrangements (one already definitely made).

*I'm **leaving** tonight. (Abrahams) [2]*

*He **is coming** to us tomorrow to stop till next month (Collins).*

*I'm **playing** golf tomorrow.*

*What **are** you **doing** tonight?*

**NB!** Timetables, programmes, etc. are described by the Present Indefinite.

*What time **does** the train **leave**?*

6. A continual process with adverbs always, constantly, ever.

*The earth **is** always **moving**.*

*The sun **is** ever **shining**.*

7. Disapproval and exaggeration of the process which takes place too often according to the speaker's opinion.

*She **is** always **grumbling**.*

*They **are** always **losing** their keys.*

In № 6 it is literally true, whereas in № 7 there is an element of exaggeration [2].

*To be going to* is used:

— for personal plans and intentions

*I'm **going** to stay in this evening and watch an old film.*

*What **are** you **going** to do tonight? I don't know;*

— when the cause of a possible event is present:

*Look at the colour of the sky! It's **going** to snow.*

Was going to describes events which were supposed to happen, but did not.

*I **was going** to come over and see you, but I left it too late.*

### The use of the Past Continuous

The Past Continuous is used to denote:

1. An action which was going on at a definite moment in the past.

Indicators of the definite moment: another past action; an adverbial phrase, or it can be understood from the situation. It is often used to contrast an ongoing action with a single event which interrupts it, for a single event the Past Indefinite is used.

*It was twelve and he **was** still **sitting**, when the presence of Cowperwood was announced (Dreiser).*

*When I returned, she **was sweeping** the floor (Bennett).*

*At midnight he **was** still **working**, though he **was feeling** ill and **was longing** to go to bed.*

*He didn't notice what **was going** on around him — he **was reading**.*

2. A continuous unfinished action in the past (it can be interrupted by a sudden past action), two continuous actions happening at the same time.

*I looked out of the window and saw that it **was raining**.*

*While I **was getting** ready for bed, the doorbell rang.*

3. A changing or temporary situation in the past.

*It **was becoming** more and more difficult to find work.*

*Her performances **were getting** better and better.*

4. A certain state or quality peculiar to the person at a given moment in the past.

*He knew he **was being** scientific and restrained (Cronin).*

5. An action thought of as a continual process (often found in emotional speech).

Indicators: *always, ever, constantly.*

*She **was constantly complaining** of being lonely (Shaw).*

*He was never able to look after his flowers at all, for his friend, the Miller, **was always coming** round and **sending** him **off** on long errands or **getting** him to help on the mill (Wilde).*

6. After the phrases as *the whole day, all day long* either the Past Continuous or the Past Indefinite can be used.

*They **were working** in the garden all day long.*

*They **worked** in the garden all day long.*

7. Past arrangements (one already definitely made), the arranged event may or may not have taken place.

*Nancy **was taking** the next flight to Paris so she had to cut short the interview.*

More tentative and polite request, suggestions, questions (reference is for present).

We **were wondering** if you would like to join us.

**Were** you **planning** on going somewhere else later? [2]

### The use of the Future Continuous

The Future Continuous is used to denote:

1. An action which will be going on at a definite moment in the future.

Indicators of the definite moment: an adverbial phrase, another future action expressed by a verb in the Present Indefinite, or it can be understood from the situation.

*I am sure the next time you call we **shall still be wavering** (Collins) [2].*

*I'll already **beworking** when you return.*

*At 12 I'll still **beworking**.*

*I'm sure you won't be able to speak to him, he **willbeworking**.*

2. An action which is sure to take place, often independently of the will of the speaker and the doer of the action.

*I feel I **shall be asking** you the same question tomorrow.*

*But my dear Ann Veronica, you **will be getting** into debt (Wells) [1].*

*The Rolling Stones **will be performing** in Moscow in June.*

3. An action which is already planned or arranged. In this respect it is similar to the corresponding usage of the Present Continuous Tense.

*I'll **be going** out (I'm going out) later. Do you want anything?*

### The use of the Future Continuous in the Past

The Future Continuous in the Past denotes an action going on at a definite moment which was future from the point of view of the past.

*I felt sure they **would be discussing** the same problem when I called.*



## THE PERFECT FORMS

The Perfect form denotes an action completed before the present moment (and connected with it) or before a definite moment in the past or future [2]

### The use of the Present Perfect

The Present Perfect is used to denote:

1. A completed action connected with the present:

a) Without a definite past time, or with the adverbial modifier expressing a period of time which has not been finished yet (*today, this week, etc.*).

Indicators: adverbs *just, yet, already and of late, yet* (interrogative and negative sentences), the phrase *it's the first (second, etc.) time, when...*,

*Stop that car! They **have killed** a child* (Dreiser).

*I am a little frightened for I **have lost** my way* (Dickens).

*Mr. Worthing, I suppose, **has not returned** from town yet!* (Wilde)

*I **have just written** to him* (Dickens).

*He **has done** a great deal of work of late* (Locke).

b) To refer to indefinite events with a result in present.

*My car **has broken** down. That's why I want a lift from you.*

c) To describe a living person's experiences, what they have done in life so far.

*She **has painted** some of the best portraits of recent years.*

*He **has never been** to London.*

d) To describe what has been done or how many things completed in a period of time.

*The building **has been completed** on time.*

*United **have scored** three goals, and there's still half an hour left.*

In American English the Past Indefinite is often used instead of the Present Perfect to give new information or to announce a recent happening.

*I **lost** my key. Can you help me to look for it?*

*I'm not hungry. I **just had** lunch.*

2. An action completed before a definite moment in the future in adverbial clauses of time after the conjunctions *when, till, until, before, after, as soon as*.

*Don't buy any more meat tomorrow **until** you **have spoken** to the mistress about it* (Bennett).

*I'm not going **till** you **have answered** me* (Galsworthy).

**NB!** Verbs of sense perception and motion such as *to hear, to see, to come, to arrive, to return* in adverbial clauses of time are generally used in the Present Indefinite and not in the Present Perfect.

*I'm sure he will recognize the poem when he **hears** the first line.*

*We'll ask Mr. Franklin, my dear, if you can wait till Mr. Franklin **comes*** (Collins).

The Present Perfect is used when the completion of the action is emphasized.

*He will know the poem by heart when he **has heard** it twice.*

3. An action which began in the past, has been going on up to the present and is still going on.

Indicators: a starting point of the action, the whole period of duration, the preposition *for*, the conjunction *since*. If *since* introduces a clause, the verb in this clause is in the Past Indefinite.

*Mr. Cowperwood, I **have known** you now for something like fourteen years* (Dreiser).

*We **have been engaged** these four years* (Austen).

*Where **have you been** since last Thursday?* (Wilde)

***Have you been** alone, Florence, since I **was** here last?* (Dickens)

In informal American English, and increasingly in informal British English in a *since*-clause the Past Indefinite can be used.

*I **lost** ten pound since I **started** swimming* (informal).

This use is called the Present Perfect Inclusive.

The Present Perfect Inclusive is used:

a) With verbs not admitting of the Continuous form.

*I **have known** him for years.*

*I **have** always **been** fond of music.*

b) In negative sentences.

*I **have not slept** since that night* (Bennett).

c) With non-terminative verbs such as to live, to work, to study, to teach, to travel, etc.

*I **have worked** upon the problem for a long time without reaching any conclusion* (Shaw).

The Present Perfect is not used:

*What did you say?*

*I didn't hear the question.*

*Where did you buy this book?*

*Now I understand.*

*I hear that Mary is in Moscow* (the rumour reached me).

*I am told that Mary is in Moscow.*

*I forget where he lives. I forget the title of the book* (about factual information).

**But:** *I've forgotten to ring her up* (about a certain action).

The Present Continuous + for expresses a present situation continuing into the Future, not a situation that began in the past.

***We're staying** here **for** three months. We are going back to Chile in September.*

Either Present Perfect or Past Indefinite can be used after phrases: *It's* (weeks/years/ages) *since...*, to express a period of time when we haven't done something.

*It's ages since **I've been/I went** to the theatre. It's weeks since **we've seen/we saw** each other.*

### The use of Past Perfect

The Past Perfect is used to denote:

1. An action completed by a certain moment in the past.

Indicators: another past action, expressed by a verb in the Past Indefinite, or an adverbial phrase, or it can be understood from the situation.

They **had walked** only a few steps when a second group of tanks drew up on the side road (Heym).

After she **had cried** out, she felt easier (Heym).

Fortunately the rain **had stopped** before we started (Bennett).

By this time we **had written** everything, though he came back rather early.

The Squire **had laid** down his knife and fork, and was staring at his son in amazement (Eliot).

Everybody noticed how sad she was the whole evening. She **had got** an unpleasant letter (Collins).

2. The completion of the action in the past.

He waited until she **had found** the latch-key and opened the door (Bennett).

The Squire was purple with anger before his son **had done** speaking (Eliot).

3. An action which began before a definite moment in the past, continued up to that moment and was still going on at that moment. This use is called the Past Perfect Inclusive.

Indicators: the starting point (preposition *since*) or the whole period of duration of the action (the preposition *for*).

It is used:

1) With verbs not admitting of the Continuous aspect.

Examination convinced him that the deacon was dead — **had been** dead for some time (Eliot).

2) In negative sentences.

Those two **had not spoken** to each other for three days and were in a state of rage (Bennett).

3) With non-terminative verbs such as *to work*, *to live*, *to study*, *to teach*, *to last*, etc.

The ride **had lasted** about ten minutes, when the truck suddenly swerved to a halt (Heym).

**NB!** The Past Indefinite is used with the conjunctions *after*, *before*, *when* if the relation between the actions approaches succession, when the idea of completion is of no importance.

He **went** on with his work after he **had** a short rest.  
When I **wrote** the letter, I **posted** it.

### The use of Future Perfect

The Future Perfect is used to denote:

1. An action completed before a definite moment in the future.  
*I shall be back by six, and I hope you **will have had** a good sleep by that time (Marryat).*

2. An action which will begin before a definite moment in the future, will continue up to that moment and will be going on at that moment. This use is called the Future Perfect Inclusive.

Indicators: the starting point (preposition *since*) or the whole period of duration of the action (the preposition *for*).

It is used:

- 1) With verbs not admitting of the Continuous aspect:  
*I **will have been** a teacher for 20 years by next May.*
- 2) In negative sentences  
*They **will not have done** it by the time you ask.*
- 3) With non-terminative verbs such as *to work, to live, to study, to teach, to last*, etc.  
*I **will have worked** as a teacher for 20 years by next May.*

### The use of the Future Perfect in the Past

The Future Perfect in the Past is used to denote an action completed before a definite moment which was future from the point of view of the past.

*I wondered whether they **would have reached** the place by the noon.*

## THE PERFECT CONTINUOUS FORMS

The perfect Continuous form is used to denote an action in progress, whose duration before a definite moment in the present, past or future is expressed.

### The use of the Present Perfect Continuous

The Present Perfect Continuous Inclusive denotes:

1. An action which began in the past, has been going on up to the present and is still going on. Indicators: *since* (denoting the starting point of the action), *for* (denoting the whole period of duration) *these two days*, etc.

*I **have been looking** out for your white dress for the last ten minutes* (Bennett).

*Ever since I saw you last I **have been thinking**, thinking* (Dreiser).

2. A question with *how long*.

*How long **have you been having** these disturbing dreams?*

The Present Perfect Continuous Exclusive denotes:

1. An action which was recently in progress but is no longer going on at the present moment (often used to explain the present situation).

*You are not well today. You look distressed. You **have been weeping*** (Dickens).

2. Repeated actions in the past (often with emotional colouring).

*I suppose you **have been telling** lies again* (Marryat).

*I **have been buying** pictures.*

*I **have been getting** letters from him.*

### The use of the Past Perfect Continuous

The Past Perfect Continuous Inclusive is used to denote an action which began before a definite moment in the past, continued up to that moment and was still going on at that moment.

Indicators: the preposition *for* (to denote the whole period of duration), *since* (to indicate the starting point of the action).

*We could not go out because it **had been raining** since early morning/for two hours.*

The Past Perfect Continuous Exclusive denotes an action which was no longer going on at a definite moment in the past, but which had been in progress not long before.

*I sobbed a little still, but that was because I **had been crying**, not because I was crying then.* (Dickens).

### The use of Future Perfect Continuous

The Future Perfect Continuous denotes an action which will begin before a definite moment in the future, will continue up to that moment and will be going on at that moment.

*We **will have been working** at this problem for a month when you visit us a second time.*

### The use of the Future Perfect Continuous in the Past

The Future Perfect Continuous in the Past denotes an action lasting during a certain period of time before a definite moment which was future from the point of view of the past.

*I wondered how long they **would have been packing** by the time I returned.*

Table 6

#### Ways to express future [5]

Future plans and arrangements	
Going to	Present Continuous
1. Intension to do something but without all the arrangements made: <i>We <b>are going to</b> meet his mother next week, but we haven't arranged a time yet.</i> <i><b>I'm going to</b> be a doctor one day</i>	1. All arrangements have been already made to do something: <i>David <b>is meeting</b> us in front of the cinema at six o'clock.</i> <i>We've bought the tickets and we <b>are sitting</b> in the front row</i>
2. Plan to do something in immediate future: <i><b>I'm going to</b> make a sandwich — would you like one?</i> <i><b>I'm tired, I'm not going to</b> stay any longer</i>	2. To explain why we can't do something in the future: — <i>Can you come to lunch o Saturday?</i> — <i>No, I'm afraid, I can't. <b>I'm working</b> on Saturday</i>

Predictions	
Going to	Future Indefinite
Predictions based on something that can be seen now, or is known: <i>It's started raining! We're going to get soaked!</i> <i>My car has broken down; I'm going to be late for work</i>	Predictions based on our own personal opinion or knowledge: <i>The rain'll stop in a minute. I know it never rains for long here.</i> <i>In the future people will live on other planets (this is my opinion)</i>
Events that are certain to happen	
Going to	Future Indefinite
To talk about events we are not sure about: <i>We're probably going to move to Spain next year. (I think this will happen but I'm not sure)</i>	To talk about events that are certain to happen: <i>There will be a full moon tomorrow.</i> <i>My birthday will be on Wednesday this year.</i> To make predictions more or less certain use certainly, definitely. <i>I'll definitely pass this test</i>
Immediate decisions	
Shall	Future Indefinite
For suggestions: <i>It's hot here. Shall I open the window?</i> <i>Shall we get the earlier train?</i>	Decisions made at the time of speaking, offers, promises, warnings: <i>He isn't here right now. Can I take a message? — No, thanks, I'll call back later.</i> <i>Do you want something to drink? — No, I'm so tired, I'll go to bed now, I think.</i> <i>Offer — Don't worry about a taxi, we'll take you to the hospital.</i> <i>Promise — I promise, I'll work harder next year. I'll never do it again.</i> <i>Warning — I will not allow bad behavior in my house. Don't lift that — you'll hurt yourself!</i>
Fixed future events	
Present Indefinite	Future Indefinite
1. Timetable or fixed programme (can be used in both forms without any significant difference in the meaning)	



<p><i>The Dallas flight <b>arrives</b> at 9.45.</i>  <i>Our next meeting <b>is</b> at 11.00 on Tuesday.</i>  <i><b>Does</b> the tour bus <b>stop</b> in Ronda?</i></p>	<p><i>When <b>do/will</b> your classes <b>finish</b>?</i>  <i><b>Do/will</b> we <b>get</b> to the hotel by 6.00?</i></p>
<p>2. Definite arrangements and things we can't change  <i>What sort of party <b>is/will it be</b>? — It's/It'll <b>be</b> a fancy dress party.</i>  <i>New Year's Day <b>falls/will fall</b> on a Thursday next year.</i>  <b>NB!</b> Personal arrangements are expressed by the Present Continuous  <i><b>We're meeting</b> our friends at the cinema this evening</i></p>	
<p><i>After, when, as soon as, until, once, if</i></p>	
<p>Present Perfect</p>	<p>Future Indefinite</p>
<p>To talk about future events  after <i>if, when, as soon as, before, after, once, until</i>, when completed actions are meant:  <i>I'll tell you what it's like <b>after</b> I've <b>seen</b> it.</i>  <i>Don't leave <b>until</b> you've <b>spoken</b> to the manager</i></p>	<p>To talk about future events after <i>if, when, as soon as, before, after, once, until</i>:  <i><b>As soon as</b> I <b>get</b> there, I'll phone you.</i>  <i>I'll send you a text message <b>once</b> the parcel <b>arrives</b></i></p>
<p>Other ways to talk about the future</p>	
<p><u><b>To be to</b></u> (often in reports, instructions, orders) describes arrangements with future reference.  <i>The conference <b>is to</b> take place in July.</i>  <i>The president <b>is to</b> talk to the nation tomorrow.</i>  <i>The bridge <b>is to</b> be opened by mayor on July 20<sup>th</sup>.</i>  <i>The police <b>are to</b> start house-to-house enquiries this week.</i>  <u><b>To be about to</b></u> (about immediate future) describes what is going to happen very soon.  <i>Hurry up! The train <b>is about to</b> leave.</i>  <i>My phone battery <b>is about to</b> run out.</i>  <i>I can't talk now. I'm just <b>about to</b> go out.</i>  <u><b>To be on the point of</b></u> has a more formal meaning than about to.  <i>David <b>is on the point of</b> leaving the company.</i>  <u><b>Be due to/be sure (certain) to/be likely to</b></u> describes what is expected to happen.  <i>The new computer <b>is due to</b> arrive tomorrow.</i>  <i>The train <b>is due to</b> arrive at any moment.</i>  <i>The test isn't difficult, I'm <b>sure to</b> pass it.</i>  <i>I don't think we <b>are likely to</b> get a refund as we don't have a receipt</i></p>	

Table 7

Active Forms of the English Verb

Tense\ Type	Simple (Indefinite) VERB → ACTION GENERAL	Progressive (Continuous) BE → ING ACTION IN DEVELOPMENT	Perfect HAVE → (3) ACTION BY THE PERIOD OF TIME	Perfect Progressive HAVE BEEN → ING ACTION IN DEVELOPMENT BY THE PERIOD OF TIME
Future WILL — will not — won't ? Will you	will → NOT PLANNED + I will go to the country this weekend I think. — I will not (won't) take ? Will you join us	will be → ING AT THE EXACT TIME IN FUTURE + At this time tomorrow I'll be sleeping — I will not (won't) be sleeping ? Will he be sleeping	will have → (3) BY THE TIME IN FUTURE + I will (I'll) have done it by the time you come. — I will not (won't) have done ? Will you have done	will have been → ING BY THE TIME IN FUTURE + I will have been taking the exam for two hours by the time you come

Present 1 form				
I YOU WE THEY (do) HE SHE IT (does) USUAL, REPEATED + We go to the country every day. He always takes his wallet when he leaves home. — We <b>do not</b> (don't) go He <b>does not</b> (doesn't) take ? <b>Do you</b> go <b>Does she</b> take	I am He She is It We You are They AT THE MOMENT OF SPEECH PLANNED IN FUTURE + He is sleeping now. They are visiting us tonight. — He <b>is not</b> (isn't) sleeping They <b>are not</b> (aren't) visiting ? <b>Is he</b> sleeping <b>Are they</b> visiting	I You We HAVE They (3) She He HAS It BY THE TIME OF SPEAKING + I have (I've) been to Greece He has (he's) already invited them. — I <b>have not</b> (haven't) been He <b>has not</b> (hasn't) invited ? <b>Have you</b> been to <b>Has he</b> invited	I You We HAVE They ING She He HAS It BY THE TIME OF SPEAKING + He has been waiting for you for two hours already. — They <b>have not</b> (haven't) been waiting ? <b>Has he</b> been waiting	been

Past 2 form	<p>→ 2</p> <p>(did) USUAL, REPEATED COMPLETED IN THE PAST + We went to the country last weekend. She joined us 5 minutes ago — We <b>did not</b> (didn't) go ? <b>Did she</b> join</p>	<p>(1) WAS → ING (&gt;1) WERE AT THE EXACT TIME IN THE PAST + At the time when I came, he was sleeping. They were talking while she was preparing dinner. — He <b>was not</b> (wasn't) sleeping They <b>were not</b> (weren't) talking ? <b>Was she</b> cooking</p>	<p>HAD → (3) BY THE TIME IN THE PAST + They had left before I came. He had already visited his granny when we arrived. — They <b>had not</b> (hadn't) left ? <b>Had they</b> left</p>	<p>HAD BEEN → ING BY THE TIME IN THE PAST + They had been waiting for you for 2 hours when you came. — They <b>had not</b> (hadn't) been waiting ? <b>Had they</b> been waiting</p>
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## THE CATEGORY OF VOICE

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**The Passive Voice** is formed by means of the auxiliary verb *to be* in the required form and the Participle II of the notional verb.

**Voice** is the grammatical category of the verb denoting the relationship between the action expressed by the verb and the person, or non-person denoted by the subject of the sentence. There are two main voices in English: **the active voice** and **the passive voice**.

**The active voice** indicates that the action is directed from the subject or issues from the subject, thus the subject denotes the doer (agent) of the action:

**The passive voice** indicates that the action is directed towards the subject. Here the subject expresses a person or non-person who or which is the receiver of the action. It does not act, but is acted upon and therefore affected by the action of the verb.

A sentence containing a verb in the passive voice is called **a passive construction**, and a sentence containing a verb in the active voice is called **an active construction**, especially when opposed to the passive construction.

The subject of an active construction denotes the *agent (doer) of the action*, which may be a living being, or any source of the action (a thing, a natural phenomenon, an abstract notion).

The subject of a passive construction has the meaning of the *receiver of the action*, that is a person or non-person affected by the action.

The object of an active construction denotes the *receiver* of the action, whereas the object of the passive construction is the *agent* of

the action. The latter is introduced by the preposition *by*. If it is not the agent but the instrument, it is introduced by the preposition *with*.

*The cup was broken **by** Jim.*

*It was broken **with** a hammer [2].*

Table 8

The Forms of the Verb to Be

	INDEFINITE	CONTINUOUS	PERFECT
FUTURE	will be	—	will have been
PRESENT	am is are	am is being are	have been has
PAST	was were	was being were	had been

There are Passive Voice constructions with the verb to get, but usually not in formal style.

*Sally **got caught** by the police.*

*The house **is getting** rebuilt.*

*Such criticism **will get treated** with the contempt they deserve.*

The passive voice in English may be found only with **transitive** verbs.

Without the object the meaning of the **transitive** verb is incomplete or entirely different. Transitive verbs may be followed by:

a) one direct object (**monotransitive verbs**):

*Jane is helping **her sister**;*

b) a direct and an indirect objects (**ditransitive verbs**):

*Jane gave **her sister an apple**;*

c) a prepositional object (**prepositional transitive verbs**):

*Jane looks **after her sister**.*

**Intransitive** verbs do not require any object for the completion of their meaning:

*The sun **is rising**.*

There are many verbs in English that can function as both transitive and intransitive.

*Tom **is writing** a letter* (transitive).

*Tom **writes** clearly* (intransitive).

*Who **has broken** the cup?* (transitive)

*Glass **breaks** easily* (intransitive).

*Jane **stood** near the piano* (intransitive).

*Jane **stood** the vase on the piano* (transitive).

The subject of the passive construction may correspond to a direct, an indirect object, or to a prepositional object in the active construction. Accordingly we discriminate **a direct passive construction, an indirect passive construction, and a prepositional passive construction** [3].

Monotransitive verbs are numerous and almost all of them can form a direct passive construction. These are the verbs: *to take, to do, to make, to build, to discuss, to translate, to hate, to love, to meet* and a lot of others [3].

*A new railway **is being built** near our town.*

*"A Farewell to Arms" **was published** in 1929.*

*You **will be met** at the station.*

Phrasal transitive verbs, such as *to blow up, to bring in, to bring up, to carry out, to put on, to see off, to turn down*, etc. are also often used in the Passive Voice.

*The plan **was** successfully **carried out**.*

*The boats **are being brought in**.*

Originally intransitive verbs may form a direct passive construction.

A direct passive construction is used in the sentences of the type:

*J. F. Kennedy **was elected** president in 1960.*

*The woman **was called** Brome.*

*We **were kept** busy most of the time.*

*He **is said (believed, known, reported)** to be in town.*

*He **was seen** to enter the museum.*

*This distance **has** never **been run** in five minutes before.*

*He thought of the lives that **had been lived** here for nearly two centuries.*

The direct passive of verbs of speech, mental activity, and perception is used in complex sentences with the formal subject *it*.

***It was suggested***/*It was reported that he was still in town.*

***It was said***/*It was believed/It was known/It was settled/that we should meet once more.*

**Ditransitive** verbs take two objects, usually one indirect and one direct. Accordingly they admit of two passive constructions [3].

*The referee **gave** Mary the first prize.*

*Mary **was given** the first prize by the referee.*

*The first prize **was given** to Mary by the referee.*

*You **will be given** another ticket.*

*I **was allowed** an hour's rest.*

The presence of the by-object makes it of great communicative value.

*I **was given** this watch by my father.*

*The watch **was given** (to) me by my father.*

Ditransitive verbs used in the passive construction [3]:

*to allow*

*to forgive*

*to pass*

*to send*

*to ask*

*to give*

*to pay*

*to show*

*to answer*

*to grant*

*to promise*

*to teach*

*to bring*

*to lend*

*to refuse*

*to tell*

*to envy*

*to offer*

*to sell*

Passive constructions with **prepositional monotransitive** verbs have their peculiarity which is that the preposition sticks to the verb.

Most verbs of this type denote the process of speaking, mental and physical perception.

*The man **referred to** this book. — This book **was referred to** by the man.*

*Caroline **was** also still **being talked about**.*

*He **had** never **been spoken to** that way in his life.*

*He's **spoken of** as a man of science.*

*These pictures must **be looked at** again and again with sustained attention before they completely reveal their beauty.*



Here are some of the most important prepositional monotransitive verbs [3]:

I

to account for  
to agree upon  
to appeal to  
to call on  
to comment on (upon)  
to deal with  
to decide on  
to depend (up)on  
to dispose of  
to dwell upon  
to hear of  
to insist on  
to interfere with  
to laugh at  
to listen to  
to look at  
to look for  
to look into  
to object to  
to pay for  
to provide for  
to put up with  
to read to  
to refer to  
to rely on  
to send for  
to speak about (of)  
to speak to  
to talk about (of)  
to think about (of)  
to touch upon  
to wait for  
to wonder at

II

to catch sight of  
to lose sight of  
to find fault with  
to make fun of  
to make a fuss of  
to make use of  
to pay attention to  
to put an end (a stop) to  
to put up with  
to set fire to  
to take notice of  
to take advantage of  
to take care of

III

to arrive at  
to come to  
to live in  
to sleep in  
to sit in (on)

Group I contains a very productive pattern of prepositional transitive verbs. Some prepositional monotransitive verbs have non-prepositional equivalents, e.g. *to account for* is a synonym for *to explain*, *to look on* — *to regard*, *to speak (talk) about* — *to discuss*.

Your absence must be accounted for = Your absence must be explained.

Group II contains phraseological units based on the fusion of a monotransitive verb and a noun as direct object. These units express one notion and function as prepositional verbs. Many of them have synonyms among monotransitive verbs, prepositional and non-prepositional [3]:

<i>to take care of</i>	— <i>to look after, to tend</i> ;
<i>to find fault with</i>	— <i>to grumble at, about, to criticize</i> ;
<i>to put an end to</i>	— <i>to stop</i> ;
<i>to put up with</i>	— <i>to reconcile oneself to</i> ;
<i>to make fun of</i>	— <i>to laugh at, to mock</i> .

*In hospital patients **are taken great care of**.*

*The boy was the only child and **was made a lot of fuss of**.*

*I'm not **prepared** to think that I'm **being made a fool of**.*

Sometimes a phraseological unit is split and the original direct object becomes the subject of the passive construction (the direct passive).

*No notice **was taken of** the boy at first.*

Group III contains a short list of intransitive verbs used with prepositional nominal groups functioning as prepositional objects or adverbial modifiers.

*His bed **hasn't been slept in**.*

*No conclusion **was arrived at**.*

*Such a dress can't **be sat down in**.*

### The use of the Passive Voice

1. To move important information to the beginning of the sentence.

2. To be impersonal in a scientific or technical process.
3. When the performer of the action is general (e.g. *people*) or obvious from the context, or unimportant, or is intentionally not named.

The construction *it* + Passive can be used to show an impersonal decision.

*It **has been decided** to close the factory.*

4. For more polite or formal situations.

***Have** the reports **been typed** yet? (more polite than — *Have you typed the reports?*)*

5. There are a few verbs that we usually use in passive.

*Her parents were **married** in 1983 and she was **born** two years later. [2]*

### Restrictions to the use of the passive voice

1. There is a certain group of monotransitive verbs which are never used in the passive voice at all, or in some of their meanings; they are: *to be, to become, to belong, to have, to fit, to lack, to resemble, to seem, to suit*. There are semantic reasons for this constraint, as these verbs denote not an action or process, but a state or relation [2].

*John **resembles** his father. (John looks like his father).*

*He **lacks** confidence. (There is no confidence in him).*

*Will this **suit** you? (Will it be suitable for you?)*

**NB!** The verb *to hold* can be used in the passive voice only with reference to human activity; for example: *The conference **was held** in April*. However, in a sentence like *The auditorium **holds** 5000 people* the verb does not denote human activity. The sentence means *There can **be** 5000 people in this auditorium*.

2. No passive construction is possible, if the object is a that-clause, an infinitive or a gerund. The infinitive cannot be used as the subject of the passive construction with a ditransitive verb.

*John said **that** everything was all right.*

*John enjoyed **seeing** his native town.*

3. The indirect passive is impossible:

- With verbs of benefaction, when the action is performed for the benefit of somebody.

*They **bought** me a dictionary./They **bought** a dictionary **for** me. — A dictionary **was bought** for me.*

- With the verbs with the obligatory *to* of the type *to explain something to somebody (to describe, to dictate, to suggest, etc.)*. With these only the direct passive is possible:

*The rule **was explained to** them once more.*

4. In verb-phrases containing a non-prepositional and a prepositional object only the non-prepositional passive is possible.

*I **was told** about their victory.*

*Oliver **was accused** of theft.*

5. When a verb with two objects is used in only one active structure, we can only create one passive.

*The judge **fined** him \$250. (it is impossible to say 'fined \$250 to him'). — He **was fined** \$250.*

*(Not ~~250 was fined to him~~)*

6. If we can't put the direct object after the active verb, we can't use it as subject of passive.

Then we explained our solutions to him. — Then our solutions were explained to him.

*(Not ~~We explained him our solutions — He was explained our solutions~~)*.

### Passive structures

1. *Have/get something done*

The structure is used when somebody does something for the subject of the sentence [4].

*Gerald **has his suits made** for him. (His tailor makes them).*

*I **have my hair cut** every month.*

*Where **do** you **get your hair cut**?*

*My friend **got his passport stolen** yesterday. (A thief stole it).*

*Get is more informal, but in the Present Perfect only **have** is used.*

*We **’ve had our water supply disconnected**. (The water company did it).*

NB! *Get something done* can be used in the meaning ‘manage to do it’, with a sense of achieving something. This does not mean that somebody else did the work.

*I **got my work finished** in the end! = I managed to do it in the end.*

*Jack is difficult to work with, but he **gets the job done**. = He manages to do the job.*

***Have you got the computer to work** yet? = Have you managed to make it work?*

## 2. *Have/get + object + the Infinitive*

The structure is used to talk about making someone do something [4].

*The custom officer **had me open** my suitcase. (= He made me open it)*

*I’m sorry about the mess in your room, sir. I’ll **have someone clean** it immediately.*

*Teresa, **have the new patients fill in** forms, please.*

*Get is more informal and more common for British English.*

*Have is more common for American English.*

NB! *Get someone to do something* can be used in this meaning.

*I **got him to check** the figures a second time just to make sure. = I **had him check** the figures.*

## 3. *Need + the Gerund [4]*

*These dirty clothes **need to be washed**. = These clothes **need washing**.*

*My hair is very long, it **needs cutting**.*

## 4. *Reporting Verbs [5]*

Such reporting verbs as *to believe, to consider, to expect, to know, to report, to say, to state, to think, to understand*, etc. are used in the Passive to talk about general feelings or beliefs, when we don’t know who made the statement originally.

- *It + passive verb + that clause*

*It **is said** that Ralf Lauren is the world's richest fashion designer.*

*Yesterday it **was reported** that three prisoners had escaped from the island.*

- *Subject + passive reporting verb + to + infinitive*

*The American team **is expected** to win.*

*His company **is thought** to be worth almost three billion dollars.*

To express past reported action the Perfect Infinitive is used.

*They **are believed** to have done everything in time.*

The structure *be supposed/meant to* is used in the following meanings [5]:

- *Something was arranged but didn't happen.*

*He **was supposed to** phone me yesterday. (I expected him to phone, but he didn't).*

*Where are the keys? They **were supposed to** have been left on my table. (But they were not).*

- *To tell about things we should or shouldn't do, usually when people break the laws or *do something we think is wrong*.*

*You can't go in there! You **are meant to** wait outside.*

*Shh! We **are not supposed to** talk in the library.*

- *To describe a general belief.*

*Try their lamb curry. It's **supposed** to be really good.*

*You should take the train; it's **meant to** be less stressful than flying.*

## THE CATEGORY OF MOOD

The meaning of the category of Mood is the attitude of the speaker or writer towards the content of the sentence, whether the speaker considers the action real, unreal, desirable, necessary, etc. It is expressed in the form of the verb [2].

There are three moods in English:

**the Indicative Mood, the Imperative Mood and the Subjunctive Mood.**

## THE INDICATIVE MOOD

**The Indicative Mood** form shows that what is said must be regarded as a fact, as something which has occurred or is occurring at the moment of speaking or will occur in the future. It may denote actions with different time-reference and different aspective characteristics. Therefore the indicative mood has a wide variety of tense and aspect forms in the active and passive voice [2].

## THE IMPERATIVE MOOD

**The imperative mood** expresses a command or a request to perform an action addressed to somebody, but not the action itself. As it does not actually denote an action as a real act, it has no tense category; the unfulfilled action always refers to the future. Aspect distinctions and voice distinctions are not characteristic of the imperative mood, although forms such as, *be writing*, *be warned* sometimes occur.

**The Imperative Mood** form coincides with the plain stem of the verb, for example: *Come here! Sit down.* The negative form is built by means of the auxiliary **do** + the negative particle **not** (the contracted form is *don't*). This form is always addressed to the second person.

**Do not** take it away.

**Don't** worry about the child.

**Don't** be a fool.

**Note:**

*Do* is also used in commands or requests to make them more emphatic:

**Do** come and stay with us. **Do** be quiet.

**In commands and requests** addressed to a first or third person (or persons) the analytical form *let* + infinitive without the particle *to* is used. The verb *let* functions as an auxiliary, and it partly loses its lexical meaning. The person addressed is expressed by the personal pronoun in the objective case.

**Let us** go together.

**Let him** finish his dinner first.

**Let Andrew** do it himself.

In **negative sentences** the analytical forms take the particle **not** without an auxiliary.

**Let us not** argue on the matter.

**Let him not** overestimate his chances.

**Let her not** go any further.

**NB:** In sentences like *Don't let him go* the negation refers to the verb **let**, which in this case fully retains its original meaning of permission [2].

## THE SUBJUNCTIVE MOOD

The subjunctive mood is the category of the verb which is used to express non-facts: unreal or hypothetical actions or states. A hypothetical action or state may be viewed upon as **desired, necessary, possible, supposed, imaginary, or contradicting reality**.

Different forms of the verb are employed for this purpose. In Modern English the Subjunctive Mood has synthetic and analytical forms [2].

### The synthetic forms

There are **the Present Subjunctive** and **the Past Subjunctive forms**.

I. **The Present Subjunctive** coincides with **the plain verb stem** (*be, go, see*) **for all persons**. It denotes a hypothetical action referring to the present or future.

*He required that all **be** kept secret.*

Other verbs are rarely used in the subjunctive in informal style; they are confined mainly to formal style and formulaic expressions — prayers, wishes, which should be memorized as wholes.

*It is natural enough the enemy **resent** it.*

*Heaven **forbid**! The devil **take** him!*

*Long **live** freedom! God **save** the king!*

The Present Subjunctive denotes an action referring to the present or future. This form is seldom used in Modern English. It may be found in poetry or elevated prose, where these forms are archaisms



used with a certain stylistic aim. It is also used in scientific language and in the language of official documents, where it is a living form.

*Though all the world be false, still will I be true* (Trollope).

The Present Subjunctive also occurs in some set expressions:

Be it so! Пусть будет так!

Suffice it to say that he soon came back. Достаточно сказать, что он скоро вернулся.

God forbid! Боже упаси!

Far be it from me to contradict you! У меня и в мыслях не было противоречить вам!

*Happen what may,*

*Come what will,*

*Come what may,*

*Cost what it may,*

*we shall not yield.*

*Far be it from me to spoil the fan!*

— *Чтобы я хотел испортить вам настроение!*

*Far be it from me to conceal the truth!*

— *Чтобы я скрывал правду!*

*Far be it from me to argue with you!*

— *Чтобы я стал спорить!*

*Far be it from me to talk back!*

— *Чтобы я грубил!*

In American English the Present Subjunctive is used also in colloquial language.

**The past subjunctive** exists in Modern English only in the form *were*, which is used for all persons both in the singular and plural. It refers the hypothetical action to the present or future and shows that it contradicts reality. All other verbs in the past subjunctive are used in the past.

If I were you!

If you were there!

If it were true!

The modern tendency, however, is to use *was* and *were* in accordance with the rules of agreement (he was, they were).

### The analytical forms

Most of the later formations are analytical, built by means of the auxiliaries which developed from the modal verbs **should** and **would** + any form of **the Infinitive**.

*You should be more patient with the child.*

*I wish I could help you* (expresses ability).

*If you would agree to visit my uncle, ...* (expresses wish).

*I would not praise the boy so much.*

*Would you help me if I need your help?*

*He would smoke too much if I didn't stop him now and again.*

*Let us invite him. He would gladly accept the invitation.*

*I wish you would go there too.*

*It is important that all the students should be informed about it.*

*It is strange that we should have met in the same place [2].*

### The subjunctive mood and the tense category

Time-reference in the Subjunctive Mood is closely connected with the idea of unreality and is based on the following opposition in meaning:

**Imagined, but still possible**

(referring to the present or future  
indiscriminately)

**imagined, no longer**

**possible**

(referring to the past)

The difference in meaning is expressed by means of the following contrasting forms:

1) The common or continuous non-perfect infinitive as contrasted with the perfect common or continuous infinitive in the analytical forms with *should*, *would*, and quasi-subjunctive forms with *may* (*might*).

#### **Referring to the Present or Future      Referring to the Past**

*I fear lest he should escape.*

*He would phone you.*

*I suppose he should be working in the library.*

*I fear lest he should have escaped.*

*He would have phoned you.*

*I suppose he should have been working in the library.*

2) The forms of the non-factual the Past Indefinite and the Past Continuous contrast with the forms of the non-factual Past Perfect and Past Perfect Continuous in time reference:

**Referring to the Present or Future      Referring to the Past**

*If I knew.*

*If I had known.*

*I wish I were warned when the time-table is changed.*      *I wish I had been warned.*

We did things and talked to the people as if we were walking in our sleep.

His face was haggard as if he had been working the whole night.

**The use of the Subjunctive Mood**

I. Simple Sentence

In simple sentences the Subjunctive Mood is used:

- To express wish (пожелание)

Long live the University! — Да здравствует университет!

Success attend you! — Да сопутствует вам успех!

God save the Queen! — Боже, храни королеву!

To express wish the analytical subjunctive with the mood auxiliary *may* is also used.

May success attend you!

May you live long and die happy!

- To express an unreal wish

If only he were free!

- In oaths and imprecations

Manners be hanged! — Кчертувсякиецеремонии!

Confound these flies! — Будь роκληты эти мухи!

- In some expressions:

Suffice it to say that...

Be it so!

God forbid!

Far be it from me...

The Subjunctive Mood in simple sentences is characteristic of literary style, except in oath and imprecations, which belong to low colloquial style [2].

## II. Complex Sentences

1. The Subjunctive Mood is used in **conditional sentences** to express an unreal condition (in the subordinate clause) and an unreal consequence (in the principal clause).

In sentences of unreal condition referring to the present or future the Past Subjunctive of the verb *to be* is used in the subordinate clause; with other verbs the same meaning is expressed by the Past Indefinite of the Indicative Mood. In the principal clause we find the analytical subjunctive consisting of the mood auxiliary *would* (or sometimes *should*) and the Indefinite Infinitive.

*The world would be healthier if every chemist's shop in England were demolished* (Shaw).

*I would kill myself today if I didn't believe that tyranny and injustice must end* (Galsworthy).

*If you helped me, I would finish the work sooner.*

An unreal condition referring to the future can also be expressed by the Past Subjunctive of the verb *to be* + Infinitive of the notional verb or the analytical Subjunctive with the mood auxiliary *should* for all the persons. Such sentences are often translated by means of 'Если бы случилось так...', 'Случись так...'

*If I were to offer my home..., my station..., my affections... to anyone among the youngwomen engaged in my calling, they would probably be accepted* (Dickens).

*Well, Major, if you should send me to a difficult spot — with this man alone, I'd feel secure.* (Heym)

If in the subordinate clause the mood auxiliary *should* is used, we often find the Indicative or Imperative Mood in the principal clause.

*If any of your family should come to my house, I shall be delighted to welcome them...* (Trollope)

*If he should come, ask him to wait.*

In the sentences of unreal condition referring to the past the Past Perfect of the Indicative Mood is used in the subordinate clause, in the principal clause we find the analytical subjunctive consisting of the mood auxiliary *would* and the Perfect Indinitive.

*If I had been at home last night, I would have heard the noise.*

*If I had cosulted my own interests, I should never have come here* (Galsworthy) [2].

There are mixed types of senteces of unreal condition. It occurs when each part refers to a different time.

1) The condition refers to the **past** and the consequence refers to the **present** or future.

*If you had taken your medicine yesterday, you would be well now.*

*No, by my word and truth, I never despised you; if I had I should not love you now!* (Hardy)

2) The condition refers to **noparticular time** and the consequence to the **past**.

*If he were ot so absent-minded, he would not have mistaken you for your sister.*

*Still Beatrice had taken the trouble to go up to London and to buy the books for me. She wouldnot have done that if she disliked me* (Du Maurier).

Unreal coditions may also be expressed in the following ways:

1) With the structure ***But for:***

*But for tha rain, we should go down to the country.*

*His fleshless facce would have looked like the face of a mummy, but for the restless brightnessof his little black eyes* (Collins);

2) With the structure ***If it were not for:***

*If it were not for your help, I should ot be able to finish my work in time;*

3) With ***imagine***, ***suppose***, or ***say*** (informal)

*Imagine, you had a million dollars, what would you spend it on?*

Suppose they lived in the country, would they feel safer?  
Say you could live anywhere in the world, where would you live?

In sentences of unreal condition the modal verbs might and could are often used.

*If she were still waiting, she might be restless, feverish, but surely she would not look like this* (Galsworthy).

*I could have done very well if I had been without the Murdstones* (Dickens).

*Would*, when used in the subordinate clause of a sentence of unreal condition, is also a modal verb forming with the Infinitive a Compound Verbal Modal Predicate.

*If you would come and see us..., mother would be as proud of your company as I should be* (Dickens).

In conditional sentences of real condition naturally the Indicative and the Subjunctive Mood is used. Such sentences can refer to the present, past or future. If the condition refers to the future, present form of the verb is used.

*But I can bear everything gladly if you are happy* (Eliot).

*If you make this disgusting match, you will never see Hector again* (Shaw).

*The whole thing was on his conscience — for if Jon had anything, he had a conscience* (Galsworthy).

The conjunctions introducing adverbial clauses of condition are [2]:

***if, in case, otherwise, if only, as long as, on condition, but for, provided, suppose, what if, unless*** and some others. *Incase* and *provided* are chiefly used in sentences of real condition.

*In case I don't find her at home, I'll leave her a note.*

*I shall go there provided you consent to accompany me* (Ch. Bronte).

*Suppose is more common in sentences of unreal condition.*

*Suppose he wrote to you, would you answer?*

*Unless is used in sentences of real and unreal condition.*

*What if the money doesn't arrive on time?*

*I'll come in time unless I am detained at the University.*

**NB!** *Unless* is not always an alternative to *if not*, especially when the negative condition after *if* is contrary to known facts, and in most questions:

Cross the street carefully if you don't want to be run over ("Unless" in this case will sound ironically).

You'd be happier if you didn't have such high expectations.

What time shall we leave for the theatre if he doesn't turn up?

**On the condition that, provided that, so (as) long as** only refer to the present or future conditions. For the past condition **but for** + noun phrase is used.

They would have all perished, but for the quick thinking of the driver.

The system will not have to be reimbursed on the condition that all receipts are submitted.

We'll have the party here, so long as you also arrange catering.

2. The Subjunctive Mood is used in **adverbial clauses of purpose**. When a clause is introduced by the conjunctions *that, so that, in order that*, the analytical subjunctive with the mood auxiliary *may (might)* is found if the principal clause refers to the present or future; if the principal refers to the past, only *might* is used.

*She opens (will open) the window that she may (might) get a breath of fresh air.*

*She opened the window that she might get a breath of fresh air.*

*Mr. Micawber impressed the names of streets upon me that I might find my way back easily* (Dickens).

*He got up, cautiously, so that he might not wake the sleeping boy* (Cronin).

If a clause introduced by *lest* the mood auxiliary *should* (for all persons) is generally used.

*Lest* has a negative meaning (чтобы не).

She opens (opened, will open) the window lest it should be stuffy in the room.

The President must reject this proposal lest it should cause strife and violence.

In British English *lest* is very formal, in American English it is more current [2].

3. The Subjunctive Mood is used in **adverbial clauses of concession**. The clauses are introduced by the conjunctions and connectives *though, although, however, no matter, whatever, whoever*, etc. The analytical subjunctive with the mood auxiliary *may (might)* is generally used.

*Though he may (might) be tired*

*Tired though he may (might) be*

*he will go to the concert.*

*However tired he may (might) be*

*No matter how tired he may (might) be*

Whatever obstacles may arise, we shall not give in.

*I should like to do some good to you and your husband, whoever he may be* (Hardy).

If the action of the subordinate clause is prior to that of the principal clause the Perfect Infinitive is generally used.

*However badly he may have behaved to you in the past he is still your brother* (Wilde).

4. The Subjunctive Mood is used in **adverbial clauses of time and place** after the conjunction *whenever* and *wherever*, in these cases the clauses have an additional concessive meaning.

*Whenever you may (might) come, you are welcome.*

*Wherever she may (might) live, she will always find friends.*

5. The Subjunctive Mood is used in **adverbial clauses of comparison (or manner)** introduced by the conjunctions *as if* and *as though* (the latter is more literary). If the action of the subordinate



clause is simultaneous with that of the principal clause the Past Subjunctive of the verb is *to be* is used; with other verbs the same meaning is expressed by the Past Indefinite of the Indicative Mood.

*She speaks (spoke) about him as if she knew him well.*

*She greeted him as if he were her brother* (Galsworthy).

*He speaks as if he knew you!* (Collins)

If the action of the subordinate clause is prior to that of the principal clause the Past Perfect of the Indicative Mood is used.

*She speaks (spoke) about him as if she had known him for years.*

*She flushes as though he had struck her* (Shaw).

*She shook hands with him as though they had known each other all their lives...* (Trollope)

6. The Subjunctive Mood is used in **predictive clauses**:

- Introduced by the conjunctions *as if, as though*, when we find the link verbs *to be, to feel, to look, to seem*, etc. in the principal clause.

- If the action of the subordinate clause is simultaneous with that of the principal clause the Past Subjunctive of the verb *to be* is used; with other verbs the same meaning is expressed by the Past Indefinite of the Indicative Mood. If the action of the subordinate clause is prior to that of the principal clause the Past Perfect of the Indicative Mood is used.

*I feel as if we were back seven years, Jon* (Galsworthy).

*Now I feel as if you had never been away* (Shaw).

*He looked as if he knew it to be true* (Austen).

*The house looked as though it had been deserted for weeks* (Wells).

*It was as if she were angry with him* (Lawrence).

- When the subject of the principal clause is expressed by an abstract noun such as *wish, suggestion, aim, idea*, etc. in this case the analytical subjunctive with the mood auxiliary *should* (for all persons) is used:

*Mary's wish was that... our mother should come and live with her* (A. Bronte).

*One of the conditions was that I should go abroad* (Swinnerton).

The synthetic subjunctive is used in American English and in somecases — British English.

Our decision is that the school remain closed.

7. The use of the subjunctive mood forms in **subject clauses** in complex sentences of the type: **It is necessary that you should come.**

Subject clauses follow the principal clause, which is either formal or has no subject (exclamatory). *Should* + Infinitive or present subjunctive is generally used in this pattern in the subject clause.

It is (was) necessary

It is (was) important

It is (was) only right

It is (was) curious

It is (was) funny

It is (was) good (better, best)

It is (was) cruel that he should say so (that he say so).

It is (was) shameful

It is (was) a happy coincidence

It is (was) considered strange

It is (was) recommended

It becomes (became) a custom

It seems (seemed) to me prophetic

How wonderful

What a shame

How strange

It is said that you should have heard of it on the day of your wedding.

It is a happy coincidence that we should meet here.

It shocked him that he should have been so blind.

It was suggested that somebody should inform the police.

It was more important that he should care for her enough.

In American English the present subjunctive is predominant in this sentence pattern:

It is sad that you be here.

8. The Subjunctive Mood is used in **object clauses**:

- When the predicate of the principal clause is expressed by the verb *to wish* and phrases expressing the same idea *I had better*, *I would rather* (*I'd rather*), *I would prefer* (*I'd prefer*) — the forms are used, depending on the time-reference of the action in the object clause. If the action refers to the present or future, or is simultaneous with the action expressed in the principal clause, the non-factual past indefinite, past continuous, or past subjunctive is used. After *I'd rather* the present subjunctive is also possible.

*I wish I knew something of veterinary medicine. There's a feeling of helplessness with a sick animal.*

*I wish you came here more often. I hardly ever see you.*

*I would rather you went now.*

*I'd rather you didn't help me, actually.*

*I wish I were a girl again* (E. Bronte).

*She wished she were free and could follow them* (Ch. Bronte).

*I wish she felt as I do* (E. Bronte).

If the action expressed in the object clause is prior to that of the principal clause the Past Perfect of the Indicative Mood is used.

*Auntie, I wish I had not done it* (Twain).

*The moment Aileen had said this she wished she had not* (Dreiser).

*We wished we hadn't left everything to the last minute.*

*I wish I had been taught music in my childhood.*

*If the desired action refers to the future the following subjunctive forms may be used:*

**would + Infinitive** (only when the subject of the subordinate clause and that of the principal clause do not denote the same thing or person). It denotes a kind of request.

**could + Infinitive**

**may (might) + Infinitive**

The form **would + Infinitive** is used when the fulfillment of the wish depends on the will of the person denoted by the subject of the subordinate clause. If the fulfillment of the wish depends more on the circumstances, the quasi-subjunctive form *may (might) + infinitive* is preferable, to show that the realization of the action is very unlikely.

I wish you would treat me better.

I wish I could help you.

I wish he might have helped me.

When rendering wish-clauses into Russian it is possible to use a clause with the opposite meaning, introduced by the impersonal «жаль», «как жаль», «какая жалость» or by the finite form of the verb «сожалеть».

*I wish I knew it.* — Жаль, что я этого не знаю.

*I wish I didn't know it!* — Какая жалость, что я это знаю!

*I wish I had known about it!* — Жаль, что я не знал об этом!

The analytical subjunctive with the mood auxiliary *would* is used only in sentences referring to the present or future; it is possible only if the subject of the principal clause is not the same as the subject of the object clause. It is chiefly used in sentences expressing request or annoyance.

*I wish you would stay with me for a while.*

*I wish the honourable district attorney would mind his own business* (Dreiser).

With the verb *to be* this form is hardly ever used.

- When the object clause is introduced by the conjunction *lest* if in the principal clause the predicative is expressed by a verb denoting fear.

- The mood auxiliary *should* is used for all persons.

She fears (feared) lest she should be blamed. — (... как бы ее не осудили)

He trembled lest his secret should be discovered. — (что его тайна будет раскрыта)

I dreaded lest any stranger should notice me and speak to me.

After verbs denoting fear object clauses are often introduced by the conjunction *that*, in which case the Indicative Mood is used, often with the modal verb *may (might)*.

She fears (feared) that she will (would) be blamed.

She fears (feared) that she may (might) be blamed.

- When we find verbs and word-groups denoting **order** (*to order, to command, to give orders, to give instructions, to demand, to urge, to insist, to require*), **request** (*to request, to appeal, to beg*), **suggestion** (*to suggest, to recommend, to propose, to move, to advise*), **desire** either *should + infinitive* or *the present subjunctive* is used, the first form being more common than the second.

*We urged that in future these relations should be more friendly.*

*Mr. Nupkins commanded that the lady should be shown in.*

In American English the present subjunctive in this sentence pattern is predominant.

People don't demand that a thing be reasonable if their emotions are touched.

I suggested that she give up driving, but she looked too miserable.

The same form is used after the predicative adjectives *sorry, glad, pleased, vexed, eager, anxious, determined*, etc., if the action is regarded as an imagined one.

*I am sorry she should take such needless trouble.*

*His brother's suggestion was absurd. He was vexed his relatives should interfere into his private matters.*

<i>He orders (ordered)</i>	that everything should be ready by 5 o'clock. that everything be ready by 5 o'clock
<i>He suggests (suggested)</i>	
<i>He proposes (proposed)</i>	
<i>He demands (demanded)</i>	
<i>He desires (desired)</i>	
<i>He insists (insisted)</i>	
<i>He is anxious (was anxious)</i>	
<i>He will see (he saw) to it</i>	

9. The Subjunctive Mood is used in **attributive appositive clauses** modifying the nouns *wish, suggestion, aim, idea*, etc. the analytical subjunctive with the mood auxiliary *should* or the synthetic subjunctive is used.

*The **order** was that we should come.*

*His **suggestion** that we stop and have a look round the castle was rather sudden.*

*His **suggestion** was that we stop and have a look round the castle.*

*His wish that everybody should take part in the work was reasonable.*

*She had been enormously flattered by his request that she should temporarily keep his house (Bennett) [2].*

10. **After the principal clause expressing time** — *it is time, it is high time* — the past subjunctive or non-factual forms are used.

*It is time you went to bed.*

*It is high time he were more serious.*

*It was high time he had come to a decision.*

*It is time we went home.*

The analytical subjunctive with the mood auxiliary *should* is also possible, though less common.

*It is time we should go home.*

*It was indeed high time that some one... should come to the aid of the old farmer and his adopted daughter (Conan Doyle).*

11. The Subjunctive Mood can be used **to express an emotional attitude of the speaker** to real facts. The analytical subjunctive with the mood auxiliary *should* (called the “emotional should”) is used. If priority is expressed the Perfect Infinitive is used.

- The principal clause in such cases contains an adjective expressing astonishment, incredulity, regret, joy, such as *strange, wonderful, unnatural, impossible, fortunate*, etc.

*It is strange I should never have heard him even mention your name (Austen).*

*It is impossible that she should have said it.*

- The principal clause in such cases contains a noun with the same meaning: *wonder, pity, shame*, etc.

*He is such a charming man that it is quite a pity he should be so rave and so dull* (Austen).

- The principal clause may be of the following type: I am sorry, glad, pleased, vexed, etc.

*I am sorry you should take such needless trouble.* (Ch. Bronte)

*I am so vexed... that such a thing should have been discussed before that child* (Reade).

— *If + should* emphasizes that an event is not very likely, or to make a request seem more indirect or polite.

If you should see him tomorrow, could you give him my message?

- In such sentences as:

*Why should you and I talk about it?* (Dickens)

*To think this should have come upon us in our old age!* (Hardy)

*I was still busy, when who should come in but Caddy!* (Dickens)

In sentences of this kind the Indicative Mood is also possible.

*Oh! It is strange he never mentioned to me that he had a ward* (Wilde).

*It is only wonderful we have seen no living creature there before* (Collins) [2].

Table 9

Forms of Verbs (the category of Mood)

Types of Sentences	Synthetic Forms	Analytical Forms	Non-Factual Tense Forms
Simple sentence	Ideas be hanged! If only that were true!	May it come true! I should like to see this film	If I only knew!
Complex sentence with a subject clause	It is required that all be present	It is important that all should come. It is likely he may come	It is time the boy came

| THE CATEGORY OF VOICE |

Types of Sentences	Synthetic Forms	Analytical Forms	Non-Factual Tense Forms
Complex sentence with a predicative clause	He looks as if he were surprised	It looks as if the weather may change. The order is that we should move	It seems as if everybody knew. It looks as if he had known it long ago
Complex sentence with an appositive clause	—	The order that we should move surprised us.	—
Complex sentence with an object clause	I wish he were here	He ordered that we should come. We feared lest he should find it out. I wish he would come	I wish I knew it. I wish I had never met him
Complex sentence with an adverbial clause of comparison	The stranger looked at me as if he were surprised	—	He glanced at me as if he knew. The girl spoke as if she had learned it all by heart
Complex sentence with an adverbial concessive clause	It is true whether it be convincing or not	Tired as he might be, he continued his way. Though he might be tired, he continued his way. He will not manage it however hard he should try. Whatever faults the book may have, it is interesting enough. He would not have come even if we had warned him	—



Types of Sentences	Synthetic Forms	Analytical Forms	Non-Factual Tense Forms
Complex sentence with an adverbial clause of purpose		I tell you this so that you may understand the situation. We put the matches away lest the baby should find the box	
Complex sentence with an adverbial conditional clause	If I were you ...	I should not object to it. I should come ... I should have called on you yesterday ... Should I meet him, I shall tell him him about it	if I knew the address if I had known the address

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## **CONTENTS**

---

<b>INTRODUCTION .....</b>	<b>3</b>
<b>UNIT I. RELATIONS IN THE SENTENCE .....</b>	<b>5</b>
SUBJECT AND PREDICATE AGREEMENT .....	6
INVERSION .....	16
<b>UNIT II. THE FINITE FORMS OF THE ENGLISH VERB.....</b>	<b>27</b>
VERB CATEGORIES .....	27
CATEGORIES OF TENSE, ASPECT AND PERFECT .....	27
THE INDEFINITE FORMS .....	32
THE CONTINUOUS FORMS .....	35
THE PERFECT CONTINUOUS FORMS .....	44
THE CATEGORY OF VOICE .....	52
THE CATEGORY OF MOOD .....	61
<b>REFERENCES .....</b>	<b>81</b>

*Учебное издание*

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VERBAL RELATIONS IN ENGLISH GRAMMAR

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Верстка *Е. В. Ровнушкиной*

Подписано в печать 02.03.2016. Формат 60×84 1/16.  
Бумага писчая. Плоская печать. Усл. печ. л. 4,9.  
Уч.-изд. л. 4,81. Тираж 50 экз. Заказ 49.

Издательство Уральского университета  
Редакционно-издательский отдел ИПЦ УрФУ  
620049, Екатеринбург, ул. С. Ковалевской, 5  
Тел.: 8 (343) 375-48-25, 375-46-85, 374-19-41  
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Отпечатано в Издательско-полиграфическом центре УрФУ  
620075, Екатеринбург, ул. Тургенева, 4  
Тел.: 8 (343) 350-56-64, 350-90-13  
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